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ABSTRACT

The manual contains rationales, general approaches, and specific procedures for educators and parents to use in teaching daily living skills to visually impaired students. Detailed suggestions are given with regard to learning objectives for blind or partially sighted children, age levels, and instructional adaptations for developing competency in the following areas: recreational skills (including such team and individual sports activities as basketball, bowling, golf, hiking, and swimming); practical skills (such as use of household items and outdoor tools, care of pets, room organization, food preparation, and knowledge of budget concepts); Self-care skills (such as clothing care, dressing, hygiene, eating and sewing); and social skills (involving written, oral, and silent communication, etiquette, and games). For example, suggestions given regarding modifications in teaching sports include using audible or brightly colored balls, using a sighted guide, and giving immediate feedback. Directions on clothing care focus on such specific topics as hanging clothes, polishing shoes, turning garments right side out, and folding a shirt. Books, materials, and sensory aids are listed, together with ordering information; and several sample evaluation forms (including social competency rating scales and an individual student profile for daily living skills) are provided. (LH)

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DAILY LIVING SKILLS

(A Manual For Educating
Visually Impaired Students)

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

DAILY LIVING SKILLS
(A Manual For Educating Visually Impaired Students)

Supported in part by the Instructional Materials Center, Department for Exceptional Children, through the Bureau of Education for the Handicapped, U. S. Office of Education, Grant # OEG-3-6-062679-156 (607)

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DAILY LIVING SKILLS MANUAL

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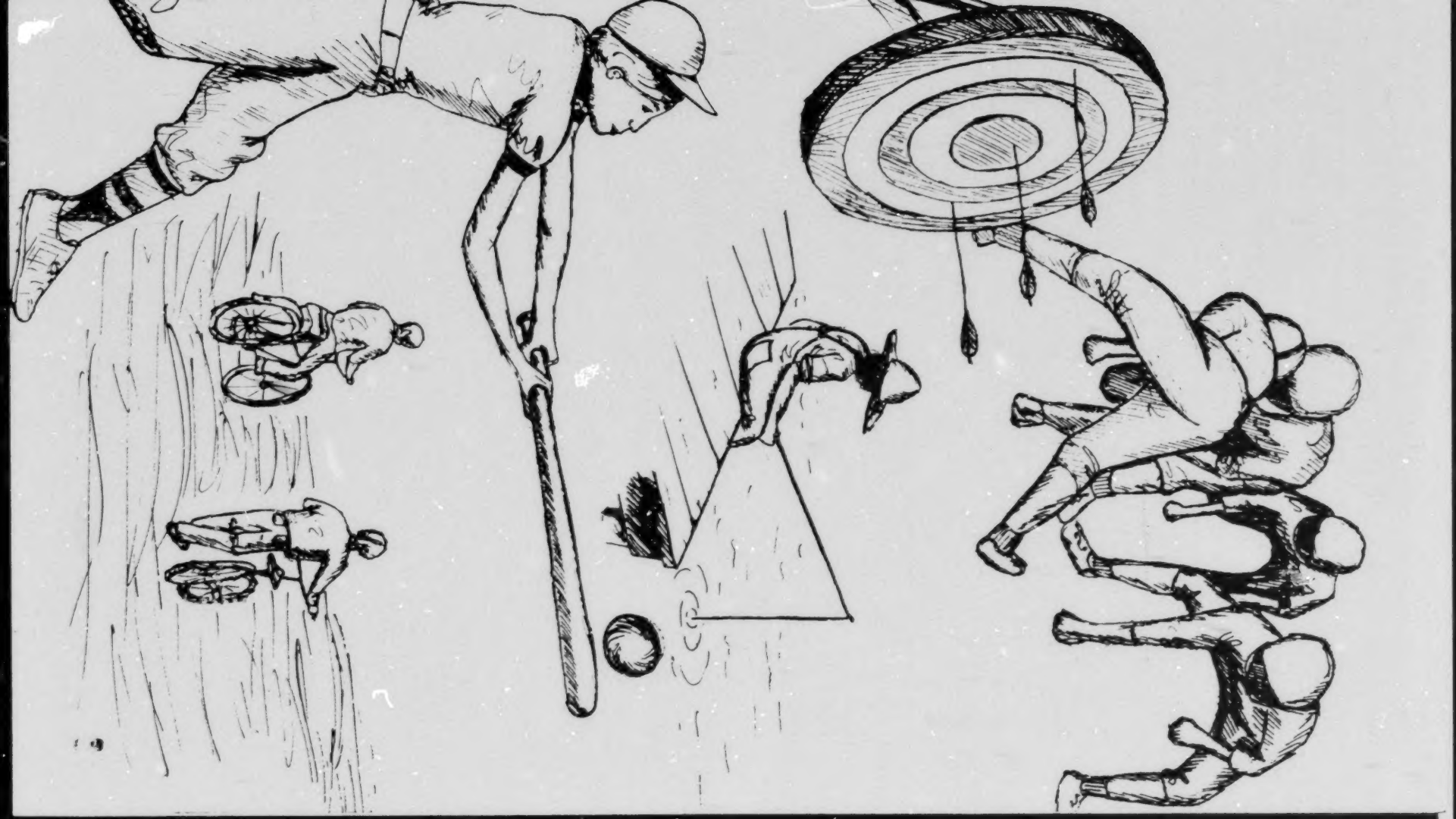

Recreational Skills

INTRODUCTION

A common phrase in the English language is "close is only good in horseshoes." To a visually limited person who has never played the game, this phrase is probably meaningless. Not only in horseshoes, but in all other recreational activities, the only way to develop proper concepts and a "feel" for the activities is to get involved in them as participant.

To a blind spectator at a sporting event, what do the terms halfback, wide receiver, gutterball, sidehorse, uneven parallel bars, shortstop, butterfly stroke, etc. mean to him? Think how often our daily conversation focuses on sporting events. People constantly discuss the previous day's major league game, or boast of their own exploits as an angler, wrestler, swimmer, etc. How does a visually limited teenager react to a first date invitation to go bowling if he or she has never played the game?

For visually limited children participation in recreational activities during the school years should be made as mandatory as academic subjects. The proper development of the body is equally as important as the development of the mind. As parents and educators, if we deny visually limited children the opportunity to engage in recreational activities, we not only contribute to their possible physical immaturity, but also their very possible social retardation.

As with all children, visually limited children should not be forced into activities of which they are fearful, or those in which they have no interest. Also, anyone involved in teaching recreational activities to a visually limited child should be throughly aware of the child's physical condition. Contact sports for some children should be eliminated if remaining vision is threatened, or if other medical conditions prevent participation. However, this should not be used as an excuse for completely avoiding the activity. Simply walking through the motions of players in contact sports can provide insight into the game.

This section is not all inclusive, but it is hoped that the manual will encourage you to engage your students in activities that have long been neglected in the education of visually impaired youngsters.

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Weight Lifting

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TEAM SPORTS

The visually limited child will learn the fundamentals of the game of baseball and participate in a baseball game as an active player.

Ages 5 and up

Baseball in the primary grades for a visually limited child can be adapted with the use of a batting stand. The ball is placed on the batting stand. The child hits it and runs the bases 1) on his own, 2) with a sighted runner, 3) with the use of a guide wire, or 4) by any other method that is comfortable for him. One device that may prove useful for a blind child is a Portable Model Goal-Locater. This Locater emits a beeping sound, and it could be used to give the child a direction toward the base.

One game in learning the fundamentals of baseball at the primary level is using a kickball and running bases.

Baseball in the upper grades can incorporate the use of a Beep-Ball (with the batting stand as needed), a ball that orients the student to the position of the ball. The ball is a softball in name and size, but it is quite hard and would require a good deal of practice with it before a visually limited child could use it in a competitive game.

For partially seeing children brightly colored balls, or softballs colored with Day-Glo paint may prove easier to track than a white ball. Also large rubber balls with a bell inside may be used.

With a little adaptation of the game the visually limited child can participate actively in baseball, and relinquish his often too frequent and inactive position as "scorekeeper".

Some areas have "Blind Little Leagues". Contact your local Little League organization to check into the availability in your area.

Materials: Beep-Ball Telephone Pioneers of America
Batting stand through a physical education catalog
Portable Goal-Locater from American Printing House

Books: Brownson, George. Visually Handicapped Persons Play Baseball. Canadian Council of the Blind, 96 Ridout Street South London, 16, Ontario, Canada. April, 1972

Details of equipment and rules in baseball as adapted for the blind by Joe Lewis, director of recreation at the British Columbia-Yukon Division of the Canadian National Institute for the Blind

Koppett, Leonard. A Thinking Man's Guide to Baseball. Library of Congress, Division for the Blind and Physically Handicapped. Talking Book, 8 records #1801

Baseball

Coombs, Jack. Baseball. Library of Congress, Division for the Blind and Physically Handicapped
5 reels open reel tape #MT 5249
Braille co[illegible] #581

Description of the more technical aspects of baseball. Included is much solid information on batting, base running, and techniques of playing each position. One chapter is devoted to scoring, and rules and regulations are described through an imaginary game.

TEAM SPORTS

The student will learn the fundamentals of basketball and demonstrate his knowledge and skill through active participation in a basketball game.

Ages 5 and up

Learning the fundamentals of basketball may be easier than playing the game for a visually limited child since it is a fast moving game requiring a high degree of visual acuity to play. However, in a modified situation, a visually impaired child may prove to be a very competitive team member, especially in games such as "one on one," "21", or free throw competition.

A visually limited child can use a brightly colored basketball, a commercially made audible basketball, a large rubber ball with a bell inside, or a regular basketball. When using a regular basketball, it may help the student if a device,such as a bell, is placed directly behind the rear netting of the basket to indicate when baskets have been made.

In the primary grades, modification of the game may take the form of placing a trash barrel in the center of the floor, dividing the students up into teams, and letting them play a game by shooting from a 4 ft. radius from the "basket". The radius can be marked off with a rubber garden hose, and a portable model goal locater can be placed inside the "basket" to orient the children to it. Incidentally, anything that gives off a steady pulse of signals will do just as well. You can even construct one easily if you are handy.

Materials: Aud-A-Ball Basketball
Price: $50.00

Sensory Aids Corp.
175 Terminal Drive
Plainview, New York 11803

Audible Ball (Voit)
Order No.: GS100
Price: $7.95

American Foundation for the Blind
15 W. 16th Street
New York, N.Y. 10011

Staley Sports Field Kit
Order No.: 1-0357
Price: $17.00

American Printing for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Ky. 40206

Mitchell, Elmer Dayton
Sports for Recreation and How to Play Them
Order No.: TB1995
Price: Free loan

Library of Congress
Div. for the Blind and Physically
Handicapped
Washington, D.C. 20542

TEAM SPORTS

The student will learn the fundamentals of bowling and demonstrate his skill and knowledge as an active participant in a bowling game.

Age: Intermediate grades and up (or ability to manuveur bowling ball)

The first step in learning the game of bowling should be an orientation to the bowling alley. The student should be allowed to examine all the apparatus while the parent or teacher explains the function or significance of each item. The student can be taken to the end of an alley to be shown where the strike pocket is, what different types of spares look like, how to pick up spares, length and width of the alley, etc. An explanation of the rules may best be incorporated with the actual playing of the game.

The techniques of bowling should not prove too difficult provided the child has an experienced instructor. Some visually limited bowlers prefer to use a bowling rail as a guide in their approach, and others do not. The student should be familiar with the bowling rail, and he can then judge what is best for himself.

When bowling, the student should receive instant feedback as to how he has bowled.

Scorekeeping should be taught to the student, and he should have the opportunity to be scorekeeper.

Materials: Mitchell, Elmer Dayton
Sports for Recreation & How to Play Them
Order No. TB 1995
Price: Free loan
Library of Congress
Division for the Blind & Physically Handicapped
Washington, D.C. 20542

Mahler Standard Bowling
Rail #9
Aluminum portable bowling rail, 9' long, 36" high, 7/8" dia. rail. Formed metal bases into which four bowling balls are placed for ballast. Parts slide together quickly. No attachments to alley or return racks. Meets ABBA standards. Complete with carrying bag.

Order No.: G581
Price: $21.95
American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

(Delux model: $30.50 slides together with spring button locks)

Bowling

If there is interest in beginning a league, you may want to write to the President of the American Blind Bowling Association, Inc. in care of

American Blind Bowling Asso.
506 Orchard Drive
Whitehall, Pa. 18052

TEAM SPORTS

The student will learn the fundamentals of cross country and participate in the same.

Ages 5 and up

Cross country races, and other endurance races, can be run by a visually limited child using a sighted guide. By keeping contact with each other either at the area of the elbow or by using the common object (i.e., a cane held between them) the runners can run at a steady pace. This requires, however, that one of the runners adjust his pace to match the other's pace. The sighted runner can give information about upcoming obstacles verbally to his runner.

TEAM SPORTS

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The visually limited child will learn the fundamentals of the game of football and participate in a football game as an active player.

Ages 5 and up

An understanding of the fundamentals of football and its basic rules is necessary for active team competition; however, all visually limited children can participate in a football game if certain modifications are made.

A child with an interest in football should be allowed to play at every position on a football team to get the feel for the game. Certain positions, such as center, tackle, guard, or punter, may prove less difficult than a position as an end or a punt returner.

Football in the elementary grades may take the form of tag or tackle football. Rules and regulations do not have to be adhered to strictly and many types or modifications can be made so that both the sighted and visually limited can play and enjoy the game together. Commercially made materials available for visually limited children interested in the game are the Aud-A-Ball, a football that emits a beeping sound; the Staley Sports Field Kit, a braille and large print kit of the playing field or court of the six most popular team games (baseball, basketball, bowling, football, tennis, and volleyball) including a large supply of variously shaped small magnets in different colors for representing players, referees, balls, spectators, etc.

Materials: Staley Sports Field Kit
American Printing House for the Blind
1869 Frankfort Avenue
P.O. Box 6085
Louisville, Ky. 40206

Price: $17.00
Order No.: 1-0357

Aud-A-Ball American Style Football
Sensory Aids Corp.
175 Terminal Drive
Plainview, N.Y. 11803

Price: $35.00

TEAM SPORTS

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The student will learn the fundamentals of specific gymnastic activities and will demonstrate his knowledge in those activities through active participation.

Ages 5 and up

A visually limited child from the primary grades on up can make valuable use of gymnastic equipment and perform at various levels on still rings, floor exercises, vaulting, parallel bars, uneven parallel bars, balance beam, side horse, trampoline, and others. The student should have the opportunity to fully explore such equipment and use it. Little modification is necessary, but the use of spotters in certain activities would be wise for safety sake.

Materials: Gymnastic equipment

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TEAM SPORTS

The student will learn the fundamentals of hockey and demonstrate his knowledge and skill as an active participant in a hockey game

Ages 5 and up

Both ice hockey and field hockey are activities that visually limited children can participate in. Using audible goal locators that orient the child to the goal, and a "puck" such as a beep-ball, a ball with a bell inside, or a brightly colored ball, the child can become a competent player and gain enjoyment from the game.

In playing the game in the primary grades, children can line up on opposite sides of a room or gym and take turns kicking the ball across the room. The other team would try to block the ball before it strikes the wall. Each player could have a certain territory to cover.

In the intermediate and upper grades the game can move to a field or ice rink.

Variations on this theme could be to have each hockey player use brooms with a metal can as the "puck" in a confined area, such as a hallway, etc.

Materials: Portable Model Audible Goal-Locater
Order No. 1-0304
Price: $45.00

Stationary Model Audible Goal-Locater
Order No.: 1-0303
Price: $22.50
American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Ky. 40206

Beep-Ball
Telephone Pioneers of America

Mitchel, Elmer Dayton
Sports for Recreation and How to Play Them
Order No.: TB 1995
Price: Free Loan
Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20542

TEAM SPORTS

The student will learn the fundamentals of soccer and will demonstrate his knowledge and skill as an active participant in a soccer game.

Ages 5 and up

On a regulation soccer field or an indoor court, first orient the student to the playing area and explain the game. Explanation as to how to play the game may best be accomplished by first showing the student the various kicking, passing, scoring techniques, etc., and then having the student do them.

Children in the primary grades can begin playing soccer on an indoor court or small outside field with each child having a turn at moving the ball down field and kicking it into a goal. This could take the form of a relay race.

Many visually impaired children will probably be able to play the game with a regular soccer ball. For those who cannot, an Aud-A-Ball Soccerball or an Audible Ball can be used.

Orienting children to the soccer field in the classroom can be accomplished by using a Staley Sports Field Kit, or teacher made diagrams of the playing field.

Materials: Aud-A-Ball Soccerball
Smooth grain cowhide leather in 12 piece pattern with double cable cord lining. Two metal lined sound vents, laced opening, 9-volt Duracell battery (included).
Weight 1 lb. 5½ oz.
Price: $50.00
Sensory Aids Corp.
175 Terminal Drive
Plainview, New York 11803

Audible Ball (Voit)
Vinyl covered bright yellow with stippled finish for positive grip. Large bell with loud, clear ring. Replaceable all-rubber valves.

(Note: Bounce is not true because of bell).
Order No. GS100
Price: $7.95
American Foundation for the Blind
15 W. 16th Street
New York, N.Y. 10011

TEAM SPORTS

The student will learn the fundamentals of various activities in track and field, and demonstrate his knowledge through active participation in certain events.

Ages 5 and up

Track and field, as in gymnastics, is made up of individual performances that reflect team performance. In events such as the discus, the hammer throw, shotput, javelin, the dashes and relays, little modification is necessary. Dashes and relays can be run with the use of a guide wire, or you can have children run in pairs by keeping contact at the elbows, or by holding an object between them such as a cane or stick.

Throwing events need only instruction in technique and some device to orient the child to the throwing area (an audible locater, someone calling, etc.)

Materials: Mitchell, Elmer Dayton
Sports for Recreation and How to Play Them
Order No.: TB-1995
Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20542

Portable Audible Model Goal Locater
Order No.: 1-0304
Price: $45.50

Stationary Model Audible Goal Locater
Order No.: 1-0303
Price: $22.50
American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Ky. 40206

TEAM SPORTS

The student will learn the fundamentals of volleyball and demonstrate his knowledge and skill through active participation in a volleyball game.

Ages 5 and up

All children can participate in volleyball in one form or another. Using an audible ball with either an electronic device or a bell inside, or a brightly colored ball, children can learn to play the various positions involved in the game after basic instructions.

In the primary grades a game can be made tossing a ball back and forth across a line, or lowered net, and catching it before it touches the ground. As skill increases, the game adheres more to the rules and regualtions.

Materials: Audible Ball (Voit)
Order No. GS 100
Price: $7.95
American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

TEAM SPORTS

The student will learn the fundamentals of water polo and demonstrate his knowledge and skill through active participation in a water polo game.

Age 5 and up

Water polo can be an extremely enjoyable sport for a visually limited child, and one that requires little adaptation for a child with limited vision. Using a large, rubber and air-tight ball with a bell inside, children can play water polo either standing in the shallow end of the pool, or in deep water.

Prior to beginning such an activity, there should be an orientation to the pool and sufficient classroom and poolside explanation of the sport. Teacher-made, raised line, and large print drawings of the playing area may prove helpful in pre-game explanations.

Materials: Audible Ball (Voit)
Order No. G.S. 100
Price: $7.95
American Foundation for the Blind
15 W. 16th Street
New York, N.Y. 10011

TEAM SPORT

The student will learn the fundamentals of wrestling and will demonstrate his knowledge and skill as an active participant in a wrestling match.

Ages 5 and up

Wrestling is a sport for visually impaired children that will require little or no modification for active participation. However, some physical education teachers prefer to start a match involving a visually impaired wrestler from the kneeling position rather than the standing position so as not to give an advantage to the opponent.

Wrestling can begin at any grade level. The only change from grade to grade would be the degree of sophistication in techniques and the amount of time devoted to the sport.

Techniques and rules can be gathered from a number of sources on the subject, but first-hand instruction from a coach or fellow student will probably be more meaningful.

Many schools for the blind participate in wrestling competitions. A serious student of wrestling may wish to pursue these meets for technique, etc.

Materials: Kennev and Law
Wrestling
Order No.: MT. 5228
(Open reel tape)
BR 585
Braille
A detailed description of holds and throws, blocks, and countermoves, and the common mistakes in applying them.
Price: Free Loan
Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20542

INDIVIDUAL SPORTS

The student will learn the fundamentals of archery and target shooting and engage in the sports as an active participant.

Ages 5 and up

Archery is a sport that visually limited children can participate in and enjoy. For severely limited children a sighted companion can be used to call out hits on the target and to give direction in shooting at the target. Familiarizing the student with the bow, arrows, target pistol or rifle, proper grip and release, target, and distance to the target would precede actual involvement in the activity.

Although a severely limited child cannot receive visual feedback from such events, the child should be familiar with them so that he is aware of such events.

INDIVIDUAL SPORTS

The student will bicycle safely and with ease.

Ages 5 and up

Tandem cycling is most appropriate for children with severely limited sight. While the back position is usually chosen by blind children and adults, the front position, with guidance from the rear, is also possible. For bike hiking and other long distance cycling, the use of a tandem is usually mandatory. Many visually impaired children, including those totally blind, prefer use of a regular bicycle, however. In a protected environment or accompanied by a sighted cyclist, this is appropriate. In the latter instance, the sighted companion pedals his bike beside the blind cyclist and issues directions for manuvering as needed. Sometimes a strap or other device is used to keep the two cyclists in contact. This does not seem to add significantly to safety and may actually detract. Use of such an aid is a matter of individual preference.

For beginning riders, practice on a bicycle with training wheels or a stationary bicycle may be of assistance.

Materials: Bicycle or Tandem Cycle

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INDIVIDUAL SPORTS

The student will learn the fundamentals of calisthenics and participate in a calisthenics program.

Ages 5 and up

Calisthenics or exercises at the primary level are mainly gross motor activities. By doing these activities the visually limited child learns awareness of body, movement in space and toning of muscles. The only modification needed is that the parent or teacher moves the child's body through the exercise until the child can duplicate the exercise on his own, at the same time describing the activity verbally. The intermediate, junior high and high school physical fitness activities are geared towards muscle control, muscle toning and strengthening. Modifications include moving and talking the child through the activity until he can duplicate the exercise.

The child may want to make a chart in braille or large print to schedule the exercise and the number of times he will do each one. This may be the student's only opportunity for exercise. He should be encouraged to develop a regular program of physical fitness.

Materials: Calisthenics equipment
(chinning bar, etc.)
Braille or large print charts.

Books: Aids to Psycholinguistic Teaching
Wilma Jo Bush and Marian Giles
Charles Merrill Publishing Co.
Columbus 1969 pp. 247-275

A Practical Approach to Measurement in Physical Education
Harold Barrow and Rosemary McGee
Lea and Febiger, Philadelphia 1964

Movement Exercises for Children
Evelyn Schurr
Appleton-Century-Crofts, New York 1967 (pp. 178-220)

INDIVIDUAL SPORTS

The student will learn the fundamentals of canoeing and rowing and will demonstrate his knowledge by paddling a canoe or rowboat.

Ages 5 and up

Canoeing and rowing are enjoyable activities for visually limited children. There are a few modifications needed. The child should be a good, confident swimmer. He should know the safety rules and carry with him all required equipment including a life jacket. A sighted guide should travel with him in the canoe or rowboat giving directions and adding visual pictures for his enjoyment. The guide and child should practice paddling on dry land and smooth shallow water, and tipping over in smooth shallow water before attempting a river or lake. When the boat tips over, the child should stay with the boat and listen for verbal clues from the guide. When planning long trips, a map of the river or lake should be made to let the child know the direction and route he is to take. The map can be made of string glued on cardboard or other materials.

Materials: Canoe/Rowboat
Paddles/Oars
Regulation equipment
Map making materials (glue, string, cardboard)

INDIVIDUAL SPORTS

The student will learn to fish using equipment geared to his needs and the type of catch he desires and will demonstrate his skill by catching fish.

Ages 5 and up

This is another activity that requires little modification. From the river bank angler with an improvised pole to the skilled fisherman, the kinesthetic sense is of major importance; and the visually impaired person is at no disadvantage. Aside from obvious consideration, such as knowing the size of any possible interferences in the casting area, even solitary pursuit is possible. Boat fishing would require a companion as a safety measure; this would, of course, be as true for the sighted fisherman.

Materials: Closed face spin cast reel (for few line problems and no backlashing)
Tubular fiberglass rod (for light weight and strength)
Monofilament line (10 lb. test best for most fishing)
Hook
Bait
Bobber (for still fishing only)
Knife (for cleaning)
Scaler

INDIVIDUAL SPORTS

The student will learn the fundamentals of diving and participate in diving events.

Ages 5 and up

Diving instruction can begin at any age providing the child has some swimming skills. Adaptations for visually limited children are not necessary for the beginning dives such as the standing front and racing dives. However, the child may not be able to see demonstrations of the dives. Therefore, the instructor must verbally let the child know how to perform the dive. When the dive is completed by the student, the instructor should critique the dive so the child has immediate feedback.

Advanced, fancy diving which requires an approach and bouncing is suggested for those adept children with visual and/or physical skills to perform. Due to the narrowness of the board and the danger involved, advanced diving is not generally recommended for children with very low vision.

Materials: Instruction in diving is offered in swimming and diving classes at the YMCA's and YWCA's and at community pools.

Books: A Practical Approach to Measurement in Physical Education
Harold Barrow and Rosemary McGee
Lea and Febiger, Philadelphia 1964 pp. 313-319

The First Book of Swimming
Don Schiffer
Franklin Watts, Inc., New York 1960 pp. 42-49

Periodicals
Bennett, LaVerne: A Test of Diving for Use in Beginning Classes, Research Quarterly, 13, 109-115 March 1942

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INDIVIDUAL SPORTS

The student will learn the fundamentals of the game of golf and participate in the sport as an active player.

Age 8 and up

Prior to beginning the game the student should be acquainted with golf balls, tees, the various clubs, terminology, and the course itself. A walk around the course prior to beginning will make the student more familiar with the game. Let the student walk the fairways, explore the sandtraps, the rough, the flagstick, etc.

The beginning student should have an accomplished golf partner who will be able to show him the proper stance, what club to select, etc. The sighted partner would also have to keep track of where the golf shots are hit.

Scorekeeping should not prove too difficult, and can be done with a slate and stylus on the course. A possible carryover from an actual golf game could be playing miniature golf. The valuable aspect of this game is the social interaction it provides.

INDIVIDUAL SPORTS

The student will be familiarized with outdoor activity of hiking, and will participate in the same.

Age 5 and up

Hiking is an excellent form of exercise and also one that gets the student out into his environment. Visually impaired children can hike with parents or friends in any number of ways. One method that may be used is the sighted guide technique. The student holds the guide's arm just above the elbow while walking to the side, approximately 1/2 step behind. This allows the guide to have both hands free to clear obstacles in the path. On narrow trails where it is impossible to walk side by side, the guide moves his guiding arm behind his back to indicate to the child that he is to move behind him. A blind child and a sighted guide who have worked together previously can feel very comfortable walking with each other, and can cover a great deal of territory on a hiking expedition.

On hiking trips, do not pass up the opportunity to let the student explore the various trees, rock formations, etc. that are found on hikes in the country. In many areas of Illinois, and in other states, there are trails specifically designed for the visually handicapped that provide braille markings and explanations of certain areas and objects along the trail.

INDIVIDUAL SPORTS

The student will learn the fundamentals of the game of horseshoes and participate in the activity.

Ages 8 and up

The students should be first acquainted with horseshoes, the stakes, the horseshoe pit and scoring. The student should be shown what is meant by a "ringer", how distances are measured with the horseshoe for determining points, the proper grip, and how to throw the horseshoe.

For safety purposes rubber horseshoes can be used at first with two or more players throwing from the same end of the pit. After everyone has pitched their horseshoes, the competitors can then walk to the other end of the pit, tally the score, and continue playing.

INDIVIDUAL SPORTS

The student will learn the fundamentals of roller skating and ice skating and participate in the activities.

Age 5 and up

These activities need no adaptation other than orienting the student to the rink. After the student has learned to balance himself on skates, he may prefer to skate with a partner. Experienced skaters familiar with the rink may desire to skate alone.

Skating, as with many other recreational activities, can be a very enjoyable social activity for visually impaired children.

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Skating, as with many other recreational activities, can be a very enjoyable social activity for visually impaired children.

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INDIVIDUAL SPORTS

The child will learn the fundamentals of sledding and tobogganing and will demonstrate his knowledge by sledding and tobaggining down a hill.

Ages 5 and up

Sledding is a sport that can be enjoyed by visually limited children of all ages. Only a few adaptations are necessary. The child will become sure of himself if he is prepared ahead of time. This can be done by the parent or teacher making a tactual model (clay, styrofoam or paper mache) of the hill the child will be sledding down. Obstacles such as trees, fences, etc. that would be in the main sledding pathway should be constructed. The child studies the model and then walks the actual hill until he has familiarized himself with the obstacles. Safety rules and steering method should be discussed with the child. When the child is confident, he can go down the hill by one of the following methods:

1. The visually limited child rides on the sled while the sighted guide steers the sled.
2. The child and sighted guide ride on the sled, the child steering, the guide giving directions.
3. If the hill is free from many obstacles and is cleared of people, the child can go down on the sled without any aid from the guide.

Either the sitting or prone method may be preferred by an individual child. A football helmet may be recommended for safety.

As with sledding, a few adaptations are necessary. To add to the child's enjoyment, knowledge and confidence, he should be prepared ahead of time by the parent or teacher. This is done by making a model (clay, styrofoam or paper mache) of the hill the child will be tobogganing on and include all obstacles - trees, bushes, etc. After the child studies the model, he should familiarize himself with the actual hill. Discuss the safety rules. The child is then ready to toboggan down the hill. He will be able to tell from the motion of the others which way to lean.

Materials: Toboggan
Sled
Construction Materials (clay, paper mache, styrofoam)

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INDIVIDUAL SPORTS

The child will learn the fundamentals of snorkeling and scuba diving and will demonstrate his knowledge by participating in a snorkeling or scuba diving outing.

Snorkeling - Ages 5 and up

Scuba Diving - Ages 16 and up

Snorkeling is a sport that can be enjoyed by children having some vision. The purpose of snorkeling is visual exploration under water. A child of any age can learn to snorkel once he knows how to swim. The equipment used and skills to be learned are the same for the visually limited child as for any other child. Snorkeling should be taught in a pool. When the child has learned the skills, he is then ready to snorkel in lakes, rivers, ponds or oceans. Swimming and snorkeling safety rules should always be followed, especially the rule stating that one should never swim alone.

Scuba diving is not suggested by diving instructors for students under the age of sixteen. It is believed that older students are psychologically better able to handle their reactions to an unnatural environment. Following classes in scuba diving, students may dive in bodies of water and other pools if accompanied by a sighted friend. This again will depend on the amount of vision and/or physical abilities they have.

INDIVIDUAL SPORTS

The student will learn the fundamentals of swimming and demonstrate his ability to swim in a pool.

Ages 5 and up

As with wrestling, swimming is an activity that needs little adaptation, and it is a sport that offers excellent physical exercise. Poolside discussion and demonstrations on safety, proper entry to the pool, strokes, etc. should be given prior to entry into the water. A qualified instructor should find it no more difficult to teach a blind child to swim than a sighted child.

In competitive events the visually impaired swimmer can use lane dividers as a guide. Swimming can begin in the primary grade or sooner, and it can prove to be a very enjoyable and satisfying activity for a visually impaired child.

Red Cross chapters frequently have swimming lessons for blind children as well as literature on this topic. Contact your local chapter for further information.

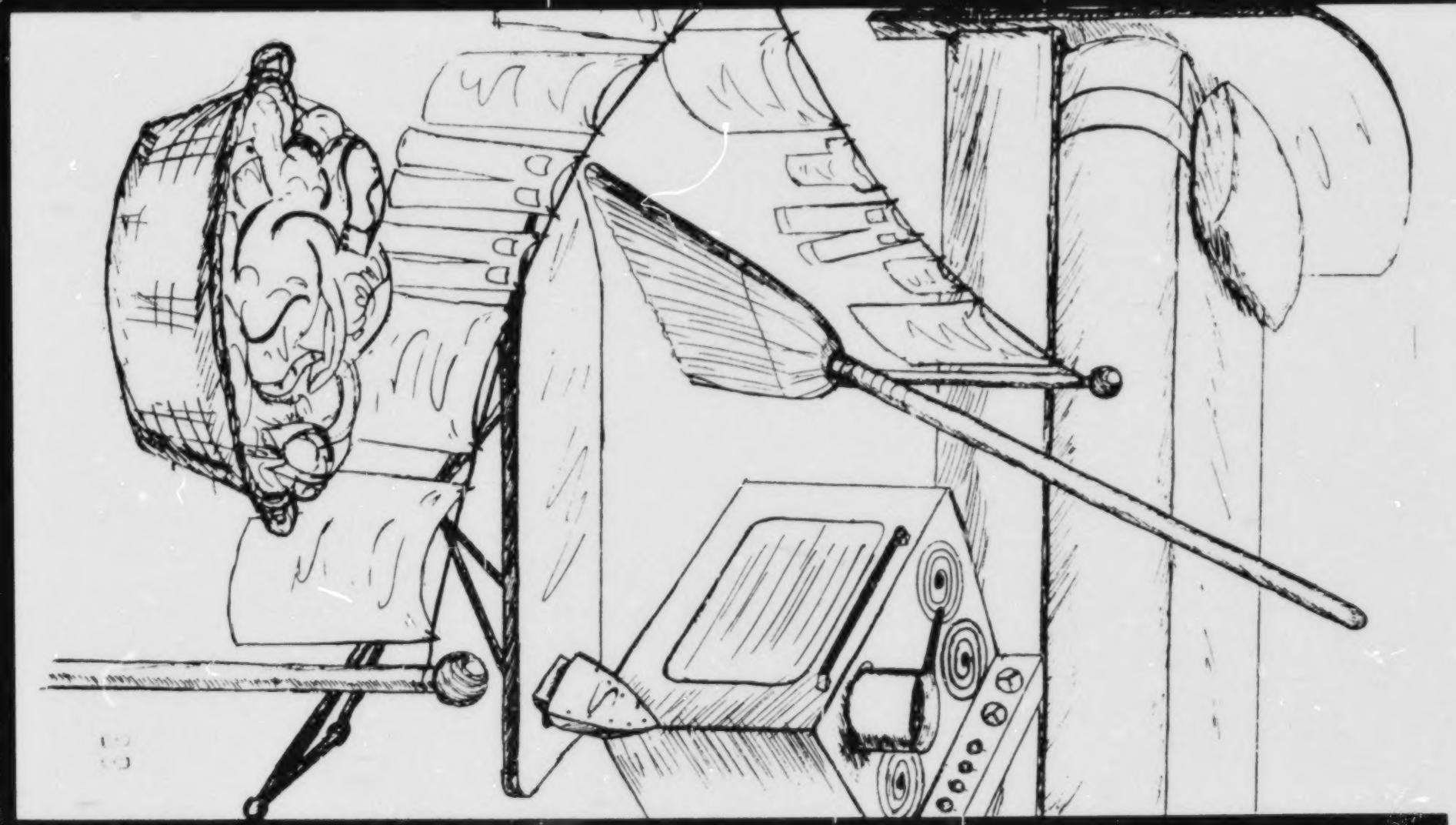
INDIVIDUAL SPORTS

The student will learn the sport of weight lifting and participate in a weight training program.

Ages 5 and up

Weight lifting is a beneficial sport for visually limited children of all ages. Modifications are not needed. Children in the primary and intermediate grades need weight training for toning muscles, awareness of self and movement in space. The amount of weight lifted is not as important as the repetition of lifting. Junior high and high school students lift heavier weights to strengthen and build up muscles. The children may want to make a braille or large print progress chart.

Materials: Weights
Progress charts in braille or large print



Practical Skills

INTRODUCTION

Practical skills involve the day-to-day activities that enables one to function independently and knowledgeably around the home. This involves a thorough knowledge of materials, their structure and function.

Visually impaired youngsters are often prevented from understanding and using household items because of unwarranted fears on the part of adults. This can be relayed to the child who in turn becomes fearful of using appliances.

The pre-school child should be encouraged to explore items and recognize their function both tactually and auditorially. Proper handling and usage of each item needs to be explained and demonstrated. As age increase, the child's knowledge expands to include actual usage of all items, assembly of them, and maintenance. The above concepts of identification, handling, and purpose should be reinforced as needed.

Proper maintenance of an item is discussed and illustrated to the child by reading to him the manual of the appliance or by a verbal explanation. Any specific cautions regarding the appliance should be explained. Cautions regarding electrical items should be taught as well as consequences of what may happen if care is not taken (fires, shocks, burns, etc.).

This section presents procedures on how to approach teaching practical skills. It is by no means all encompassing. We present ideas for the teacher and/or parent to use, change as necessary to meet the child's needs and to add your own creativity and imagination in working with other practical skills.

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Budget Concepts

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Specific Use of Appliances

Method:

1) Follow general use and maintenance of equipment rules, and specific care and use manuals accompanying appliances.

2) Electrical items have some similarities, yet vary in specific instructions.

3) Air conditioner
   a) Explain purpose of air conditioner and fans
   b) Caution against danger
   c) Older children should know how to use dials and buttons

4) Clocks
   a) Make braille markings on clock face or use braille clock face
   b) Braille clock and watches are commerically available from American Foundation for the Blind
   c) The child should learn to use the clock first, then begin to learn to use the watch
   d) Show student how to set an alarm clock and turn it off

5) Lamps
   a) Instruct students on various ways how lamps are lit, i.e., turn knobs, pull chains, push knobs and 3-way switches
   b) Periodically check to see if bulb is burned out; if on it will generate heat. Or one may wish to use a commercially available light sensor (photo electric cell device) to detect if bulb is out. If a new one is needed unplug lamp, remove lampshade, remove old bulb when cool, screw in new bulb, put on shade and replace lamp.
   c) Store bulbs according to watts and mark with tape
   d) Set a definite time to turn on the lamp, seasonally adjusted
   e) Blind individuals may choose to use a timer to turn on lamps

6) Phonograph and Records
   a) Instruct student on how to place record on spindle and needle on edge of record
   b) Explain use of various dials on phonograph
   c) Label records when appropriate; mark side 1/side 2 appropriate
   d) Illustrate the correct way to hold the records, and how to dust and care for them
   e) Talking Book machines, which are available from the Community Services for the Visually Handicapped, Department of Children and Family Services in Illinois, come with instructions

7) Tape recorder
   a) Mark tape as needed
   b) Instruct student on the use of a reel to reel and/or cassette tape recorder
   c) If the student has a personal tape recorder, be certain he fully understands its use and care
   d) Specially marked recorders, reasonably priced, are available from American Printing House. Similar ones are available free on loan from the Library of Congress.

Appliances

8) Television
   a) Instruct student on how to turn set on and off
   b) Instruct student on how to turn on sound adjustment
   c) Audio-only TV sets are commercially available. RCA's multi-purpose "AudioCenter" features both AM and FM reception plus the audio portion of VHF and UHF TV programming. Your local RCA radio dealer has them or can order them for you.

9) Vacuum
   a) Orient the student to the vacuum cleaner, identifying and explaining the parts and attachments
   b) Learn to assemble each attachment properly
   c) Learn to empty the dust bag
   d) Orient student to specific instructions of the particular type of vacuum

10) This is a partial listing of common household appliances. If student wishes to know about specific ones he should be so instructed. Otherwise he should be able to transfer his learning in general to specific items.

USE OF HOUSEHOLD ITEMS

Age 8 and up

Plugging into an outlet

Begin with a dead outlet or a model of one to enable the child to explore it.

To plug into an outlet, the child should hold the plug in his dominant hand and with the other hand locate the outlet plate. From the outside of the plate move the fingertips onto the plate until the rim of the outlet itself (the holes) are located. With the plug move toward the holes, being sure the prongs are in each of the holes and push in.

Be sure to explain the dangers of putting the fingers into the outlet itself.

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USE OF HOUSEHOLD ITEMS

Making a Bed

Age 5 and up

Method:
1) A young child should begin with a step-by-step approach to making his bed, perhaps beginning with fluffing his pillow up and pulling up the top sheet. The child may wish to pull up this sheet while still in bed, slipping out of the sheet and tucking in the edges.
2) Instructions should gradually progress to complete independence in making up a bed.
3) To place linens and mattress pads on the beds evenly, use folds in linens, bed frame, distinguishing marks in structure of bed or linens, and distance from bed frame to floor as guides. The head end of the mattress serves as a guide for one end of the top sheet which has a larger hemmed area.
4) Place mattress pad and then bottom and top sheets on bed so that it covers the entire area, fitting all sides evenly and corners squared away.
5) Smooth away wrinkles, working from the center to the sides, pulling taut at the ends.
6) Place additional bedding over the top sheet using the top end of the sheet as a guide and allowing a margin of about 4" of sheet which can be turned back over the blanket.
7) Check each item of bed linen for wrinkles.
8) Use bedspread with guides (cording or fringe). Most have marks or labels to distinguish right side or wrong side.

Materials:
Bed
Blanket
Bedspread
Mattress pad and sheets
Fitted sheets and mattress pads may be easier to work with for the child just learning to make a bed.

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USE OF HOUSEHOLD ITEMS

Cleaning Small Areas

Age 12 and up

A) Cleaning drawers

Methods:
1) Remove contents of drawer.
2) Lightly wet sponge (if on wood drawer).
3) Line drawers (when dry) with shelf paper.
4) Clean one at a time. Replace contents.

Age 8 and up

B) Cleaning mirrors, windows, glass surfaces

Methods:
1) To be sure that the glass surface is cleaned thoroughly, it is important to cover all surface with glass cleaner by both vertical and horizonal patterns. For example, 24" x 27" window would require about 4 sprays - 2 at top and on right and left sides and 2 in middle and on right and left sides. This can be judged through touch.
2) Begin at the top.
3) Remember to refrain from touching the surface with the bare hand.
4) After cleaning, dry thoroughly with a clean cloth.

Materials:
Glass cleaner
Sponge
Clean soft cloth

Age 5 and up

C) Emptying and cleaning ashtrays

Methods:
1) Let ashes stand overnight to be sure they are cool, or empty into metal can.
2) Wipe ashtray with paper towel.
3) Wash in soapy water; rinse.
4) Dry with soft cloth.

Materials:
Bag or can
Soapy water
Drying cloth
Paper towel

Age 10 and up

D) Cleaning bathroom fixtures

Methods:
1) A small sponge which fits into the hand is the most effective device for cleaning fixtures.

Cleaning Small Area

2) Follow a systematic pattern. For example, beginning at the outer edge of the fixture and working in a circular pattern toward the drain.
3) Give the special attention to corners and faucet drain areas, since they are subject to stain.
4) Rinse with clear water several times to insure cleanliness.
5) Examine by touch. (Note: Some stains on porelain fixtures cannot be detected by touch. Sighted assistance may be needed).
6) The toilet seat and cover may be cleaned with a cloth or sponge.
7) To clean the bowl itself, add a disinfectant and wash with a sponge or bowl brush.

Materials: Small sponge which fits into hand
Detergent
Cleanser
Disinfectant

Age 8 and up

E) Dusting furniture

Methods: 1) Remove objects from surface to be dusted.
2) Follow a pattern working either from top to bottom or side to side or from one point to another to assure that all the surface is dusted.
3) If unsure, dust twice. Spray cloth first then dust, refold to get clean section of cloth for dusting.
4) Buff to product a high gloss on certain furniture.
5) If using a furniture polish, follow specific directions on label.
6) Replace objects in proper place.

Materials: Soft dust cloth treated with a dusting agent or furniture polish.

Age 5 and up

F) Cleaning flat surface

Methods: 1) Check cleanliness, or need to clean with fingers.
2) Divide the surface to clean into section with overlapping boundaries.
3) Clean right to left, gathering crumbs/dirt into one corner with damp sponge or hands.
4) Use cupped hand to drop crumbs into.
5) Wet sponge and use same method to wipe surface.

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USE OF HOUSEHOLD ITEMS

Cleaning Large Areas

Age 5 and up

A) Sweeping, dry mopping

Methods:
1) The size and shape of the area to be cleaned will determine the pattern which one follows.
2) Divide the surface into sections with overlapping boundaries.
3) Use pieces of furniture or permanent fixtures to make the boundaries.
4) Clean in narrow strips.
5) Sweep towards a room opening into one pile.
6) Sweep dust onto pan by using a counterbrush. A whisk broom may be used to finish sweeping dust into dust pan. A damp cloth may be used to be assured that all dirt is picked up.
7) Hint: Cleaning in bare or stockinged feet may help you locate the dirt.

Materials:
Broom
Dry mop, appropriate for child's size
Dust pan

Age 12 and up

B) Use of wet mop or sponge for scrubbing

Methods:
1) The principles suggested in the section on cleaning flat surfaces may be applied to scrubbing. Surface should be dry mopped or swept first.
2) A good cleaning agent will assist in scrubbing.
3) Particular attention should be given to corners and crevices, since dirt tends to collect in these areas and might be overlooked.
4) Find a comfortable pattern for each individual to clean by, being sure to overlap clean parts.
5) A sponge is a useful device in that it allows close contact with the area to be scrubbed.
6) A final going over with a sponge and clear water assures that the area is cleaned. As each section is completed, drying with an old towel before going on to the next section may be used.
7) Dry thoroughly before application of wax.

Materials:
Mop
Sponge
Pail
Cleaning agent and water

Cleaning Large Areas

Age 9 and up

C) Cleaning floor (bare floor or with rug) with vacuum cleaner

Methods:
1) The size and shape of the area to be cleaned will determine the pattern which one follows. Check vacuum bag; change when necessary.
2) Divide the surface into sections with overlapping boundaries.
3) Use pieces of furniture or permanent fixtures to mark the boundaries.
4) Clean in narrow strips.
5) Be sure socket and cord plug is behind you. You may wish to drape the cord over your shoulder and let it trail behind you.
6) Hint: Clean in bare or stockinged feet.

Materials: Electric or hand-powered vacuum cleaner

Age - as young as possible

D) Picking up and putting away toys

Methods:
1) Keep toys with parts in individual containers with tops, specific toys in specific containers.
2) Label the containers appropriately or use different shaped or textured ones for specific toys.
3) Put toys away as soon as possible.
4) As possible, count parts of certain toys to know if all the pieces are accounted for.

Materials: Shelf or drawer space for toys
Basket or toy chest
Containers for toys with small pieces

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USE OF HOUSEHOLD ITEMS

Washing and Ironing Clothes

Age 9 and up (or younger with small items)

A) Washing clothes by hand

Methods:
1) Follow special washing instructions given by manufacturer.
2) Be sure temperature of water is correct for type of material.
3) Soap those parts of the item that will probably be especially soiled, (collar, cuffs, etc.) and rub well or use on a scrubbing board.
4) Rinse well (three times or until soap is removed-determine by rubbing between fingers and listen to crackling of soap).
5) Gently squeeze out remaining water; roll in a towel to partially dry.
6) Follow special drying instructions given by manufacturer; hang or block dry.

Materials:
1) Sink/tub/basin
2) Soap powder/liquid soap/bar soap
3) Blouse, sweaters, nylons, or other items to be washed

Age 9 and up

B) Using an automatic washer and dryer

Methods:
1) Identify clothes and sort them by texture and whether washable or dry cleanable. Sort into light and dark colors. Follow specific washing and drying directions of manufacturers.
2) Soaps, detergents, bleaches, and measuring cups should be marked and stored near the laundry area. Follow detergent directions using correct quantity. Pre-measured items could be used.
3) Usually you can transfer the same load from washer to dryer to be dried. Remove and hang articles which should be air dried.
4) Put into dryer and choose appropriate drying cycle. Remove and hang or fold items promptly when cycle is completed.

Materials:
Washer
Dryer
Clothing to wash

Age 5 and up

C) Hanging clothes on a clothesline

Methods:
1) Clean line with cloth.
2) It is convenient to carry clothespins in a holder that will slide along the line or in the cart.

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3) For convenience in folding and identification, hang similar articles next to one another.
4) For young children's use, try using doll clothes and light clothes. The child should begin by handing articles to parent and learning to handle clothespins.
5) In removing clothes from line, place cart/basket immediately beneath items. Pull clothespin off, fold and/or hand and place in cart/basket.

Materials: Clothesline hung at suitable height
Cart/basket
Clothespins

Age 8 and up

D) Use of an iron

Methods:
1) Become acquainted with parts of the iron and ironing board.
2) Until the student develops confidence in ironing it is important that he place the hot iron on a flat iron holder, rather than to stand it on its heel.
3) Always place the iron at the wide end of the ironing board when it is not in use. The handle of the iron should be toward the student with the heat element away from him.
4) To locate the iron, the student should run his hand along the near edge of the ironing board until he locates the iron cord. Follow the cord until your hand reaches the cord leading to the inlet plug. The handle of the iron will be directly above the cord or above and to the left of it. The student may then grasp the handle and proceed to iron.
5) With iron off, practice on a towel or simple item.
   a) Line it up to closest side of ironing board.
   b) Smooth wrinkles in item, from center to edge.
   c) Practice moving iron parallel to your body from right to left and ending up at the wide end of the board.
   d) Set the iron in its rest position.
   e) Move item up, away from your body, to the next part to be ironed.
   f) Repeat procedure.
   g) Check tactually for possible wrinkles.
   h) Fold item and put away.
6) With iron on, practice ironing.
   a) If using a steam iron, pour water into iron (use funnel and measuring cup). Turn steam on. Push down on button beneath dial.
   b) If using a dry iron, it may be necessary to dampen items.
   c) Keep the material flat on the board and smooth out all wrinkles with both hands before ironing. Hold the material down with left hand immediately in front of iron and slide the left hand along in front of the iron smoothing out the wrinkles with the palm and fingers.
   d) Understand the construction of the item to be ironed. Use seams as boundaries. Iron within these boundaries.
   e) Place section to be ironed on right (in center of board).

Remaining portion of garment should be on left.

f) Establish and follow a sequence to iron section by section, i.e., (1) collar, (2) sleeves, (3) body, (4) shoulders, using seams as guidelines.

7) Permanent press clothing is recommended for purchasing.

Materials: Ironing board
Iron
Simple (handerchief, towel) and complex (shirt) items to iron

USE OF HOUSEHOLD ITEMS

Plants and flowers

Age 5 and up

Methods:
1) If arranging flowers in vase, note height of flowers and vase. Cut stems of flowers as needed. Arrange in vase.
2) Instruct child in judging need for watering.
3) If water is needed, use finger to judge the amount being poured into container (similar to instructions on pouring liquids).
4) Arrangement of flowers can be patterned after plastic flower arrangements. Examine those.

Commercially available books on flower arranging.

Materials:
Potted plants
Watering can with long spout or other container
Vase
Flowers
Water

USE OF HOUSEHOLD ITEMS

Age 8 and up

Labeling

In order to operate some household items special markings may be needed so the child can work independently without always asking for assistance (once the basic knowledge of operation is there).

Items that have few buttons (hand mixers) may not be necessary to mark. The child would need to know that the clicks mean slow, medium, high. Simple on and off buttons would require no markings either.

For appliances that need markings, one method is to use a Dynamo braille marker. Also, commercially available are clear plastic sheets that are sticky on one side: that can be used with a braille writer. No matter which is used, clear plastic is suggested as this also enables the sighted person to see the markings. For example, on the dryer the braille label might be P.P. for Permanent Press and R for regular dry, etc.

Another possibility for marking is using drops of glue (any commercially available one that dries clear) as identifying marks. This might be used on the gas range in marking oven degress. One drop might be put on 300°. (slow oven); two drops ⁝ on 350° (moderate oven) and three drops ⁝ on 400° (hot oven). Lines may also be used as identifying marks. With washing appliances the dots may wear off eventually but they can be easily replaced.

Many household items are available through the American Foundation for the Blind and are already marked. However, it is usually less expensive to use any of the above methods.

If the child is able to operate household items without the aid of markings than it is not necessary to mark them. For example, their personal property items (record player, tape recorder, etc.) should be operated successfully by them without the aid of markings.

OUTDOOR TOOLS

Age 5 and up

A) Familiarity with hand gardening tools and usage

Child should become familiar with hand tools - trowel, spade, or shovel, be able to identify tools, and know how to use them for digging.

1) Shovel or spade is used to dig hole to put in flower or seed.
2) Judge amount of dirt taken out by feeling size of hole dug. Amount dug depends on directions for specific flower.

1) Flower
   a) Place flower in hole and be sure root fits into hole.
   b) Cover roots with dirt and press dirt firmly to get flower to hold upright and roots firmly imbedded.
   c) Spacing of flowers may be done by using hand as measurement
      1) Specific spacing again depends on flower

2) Seeds
   a) Depth of digging varies with seeds-directions must be followed
   b) Remove top soil with hand spade or if surface planting is needed the hand may be used for the tool.
   c) Use object (yardstick, broom handle) to create a row to plant the seeds in. The child may feel the rows of soil.
   d) Seeds may be placed with one hand and other hand used to cover seed with loose dirt (this dirt may be in a separate container for convenience and so that other seeds already planted would not be "unplanted" by accident).

Specific plot of ground should be given to the child. To provide a variety of experiences seeds, bulbs, and previous sown plants should be used. Fruits, vegetables, and flowers that grow easily can be used. Planting involves the responsibility of caring for one's plants.

Age 5 and up

B) Watering flower or vegetable plants

Methods:
1) Child should know the location of the sprinkling can and water spout.
2) Know amount of water put in can by holding other hand near top of can to act as guide. As the child uses the sprinkling can more frequently he may judge by weight of can.
3) Hold can over flowers and pour water onto free hand which is above flowers to judge amount of water used.
4) Wetness of soil can be determined by feeling it and adding more water if necessary.
5) Location and care of tools should be child's responsibility. Being made aware of other garden tools and their function begin at this stage. Usage of them may begin here but would further be refined in later years.

OUTDOOR TOOLS

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Age 9 and up

C) Garden tools and usage

The student should know and be familiar with (being able to identify tool and its usage) all garden tools, and specifically those that may require foot/hand usage.

Garden hose:

1) Know where it is located and take out to water faucet outdoors.
2) Locate hook-up end of hose and screw into faucet.
3) Pull hose (by spout end) into yard and set up in middle of yard; can be determined by number of steps or by landmark.
4) Place sprinkler attachment on end.
5) Turn on water.

Garden shovel, spade pitchfork:

1) Use grass or cement as guideline to begin digging or overturning the soil.
2) Showing importance of foot resting on top of tool part and being used as pushing force to get tool into dirt, along with arm control of the handle.
3) Picking up and turning over the soil.
   The size of tool will help the child determine the amount of soil being turned over and then to proceed to the next spot. It is best to work from the back of the plot to the front so as not to step on ground previously done. The size of the child's garden can increase to develop more responsibility in caring for the yard.

Introduction to lawn mower and hedge cutters may begin at this level. Allow the child to work along with you in cutting the grass or bushes. Your direct supervision may be needed at this stage. Proper handling, care and instruction in how you're using them is important at this stage so the child develops confidence and trust in himself to use them (due to their sharpness of blades).

Hedge cutters:

1) Proper handling of tool and care because of its sharpness.
2) Judge height to be cut by touch - if possible, use sharp shears, and cut off bush to give a start or sample to follow.
3) Use hedge cutters and follow guideline started.
4) Check periodically.

Lawn mower:

1) When beginning to cut grass use sidewalk (or what is available) as a guideline.
2) Have wheels next to or on this guideline.
3) End line may have a stop set up, example, bricks, fence, etc. If not feasible perhaps number of steps can be used.
4) To turn mower around, pivot mower and overlap with row just cut and proceed.
5) If circular area or curved area needs cutting, bricks, etc. can be set up as guidelines as to where to stop or begin. This can be done as an attractive lawn setting.

Garden tools and usage

Child should be familiar with regular size rake. A rake suitable for his size should be obtained.

1) Guidelines to begin should be established - sidewalk, driveway, etc.
2) Child can begin the next area by judging via sound underfoot where to stand or by touch, always overlapping slightly where already raked.
3) As child gets older, use a regular rake and more space or land to rake.

Age 5 and up

D) Shoveling

Other than being familiar with a regular snow shovel, the small child should have a shovel his size available for use. The child will need directions as to what to use as a guideline to determine where to begin shoveling. What to use depends on each home set-up but can be: steps, side of buildings, garage, etc.

1) Make a preliminary path along grass line (parallel to grass line).
2) Stand in path shoveled and shovel vertically to next grass line (perpendicular to both grass lines). If extra wide sidewalk or driveway a middle path might be shoveled and then go to right or left.
3) As child gets older, use regular size shovel and broaden scope.

Age 9 and up

E) Sweeping sidewalks

Child should already be familiar with broom and how to hold it. Direction as to where to sweep dust or dirt will depend on set up of grounds.

1) Hold broom in hand and use brisk motions to sweep.
2) Child should sweep section directly in front of him (width of broom may be somewhat larger than his foot so a footstep and a half might be a good indication of how much swept).
3) Move a step and a half and sweep section in front of child.
4) Repeat as above until through.

CARE OF PETS

Age 5 and up

As much exposure to domesticated pets as possible shoud be a goal. This can be done through:

1) Show and Tell - have children bring pets to school at various times.
2) Field trip to pet shop where the children can handle the pets.
3) Traveling Pet Libraries are avilable in some places. Parents should be made aware of these and encouraged to use them.
4) As pets are seen a discussion should follow as to how to care for these pets - food, exercise, rest, grooming, etc.
5) Pets that would be allowed in schools would be a good introduction for children plus a responsibility.
6) Discussions with parents might encourage them to get a pet for the child with the condition the child cares for it (fish, gerbils, etc.). If the child can handle total responsibility as for a cat or dog this is fine, otherwise, be given partial responsibility.
7) To find out more about pets, the child should consult library books and/or encyclopedias. Writing reports on an animal of interest would be a possiblity.

ROOM ORGANIZATION

Age 5 - 8 and up

Basic orientation to and order in the bedroom

Several basic guidelines may be given for room organization. Such basic guidelines include orientation, order and neatness. In addition to the basic guidelines, the room may reflect the creativity of the individual child.

I. Basic Orientation to the Bedroom
   A. As the child enters the room at the door, point out immediate items, for example, the light switch.
   B. Direct the child around the room, tracing up one side of the room, along the back of the room, and then down the other side returning to the door.
      1. This gives the child an idea of the room size.
      2. For the first orientation, only point out the locations of the larger items, as the closet, bed, dresser, etc.
      3. When the child feels comfortable with the room, point out items of finer detail, as the individual drawers of the dresser, the cross bar in the closet, etc.
      4. If possible, the older children may wish to arrange the items of the bedroom according to their creativity and comfort.

II. Order in the Bedroom
   A. Certain spots may be for particular items, for example, a place for school books, records, and record player, shoes, etc.
   B. A certain drawer may be used for a group of similar items, as a drawer for play clothes, undergarment, etc. The items in a particular group may be folded into a pile, for instance, a pile for play shorts, play shirts, etc.
   C. The child may arrange items on the top of the dresser, as toilet articles, radios, etc.
   D. In the closet, clothes of similarity may be hung together.
   E. By having items in order, the child can more easily locate them.
   F. The older children may wish to decide the arrangement of their articles in the room, in the drawers, on the dresser, and in the closet.

III. Neatness in the Bedroom
   A. Introduce the general concept of room neatness.
   B. If necessary, as in the case of younger children, introduce bed-making, the folding of clothes, and the hanging of clothes.
   C. For the older children, introduce such skills as dusting the furniture, dust-mopping the room, etc.
   D. Like most typical children, it may take time before the theory of neatness is acquired.

IV. Creativity
   A. Describe the color of the room and suggest that the child help in the selection of certain items as the bed spread, rugs, pictures, etc. Textured items add further dimension to the room

for the child.

B. Also, there should be a spot for the child to put things that he or she has made, as a bulletin board.

FOOD PREPARATION

Age varies

Safety tips

Make it a habit to keep cupboard doors and drawers closed at all times. Never let handles of pots and pans on the stove protrude over the edge of the stove or be turned over a lighted burner. Keep knives in a knife holder. Take care in washing sharp knives. Do not throw them in the bottom of the sink, and then reach in later and get cut. Never touch electrical appliances with wet hands. Keep electric cords off of the floor and out of reach of children. If an appliance is not in use keep cord detached and in a drawer if it is a detachable cord. Loose cords may cause accidents. Avoid having the gas burner in a draft that might blow out the flame, or that might blow a tea towel across the blaze, because the towel rack was too close to the stove. Never wear flammable plastic aprons when working around the stove. Use asbestos gloves when putting things in or taking things out of the oven. Use larger pans on the stove to prevent boiling over. To get a cup of boiling water, boil water in a larger pan and dip out, rather than trying to pour. Hot grease may be removed from a skillet by using a baster, or a slice of bread.

Oily dust mops or dust cloths can cause spontaneous combustion if they are not kept in a metal container or where the air can freely circulate around them.

Children should be watched when in the kitchen. They can get burned around the range or from the hot water around the sink. They often crawl on stools, sinks, stoves, tables, etc. If there are spills clean up immediately. Never climb on chairs or tables to reach high shelves. Use a sturdy stool, or step ladder. It is a good to have some ventilation in the kitchen. Baking soda should be kept in a convenient place to put out a small fire. Accidents can happen if spray cans are not used properly.

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FOOD PREPARATION

Age 8 and up

Use of stove for baking and top-of-the-range cooking

I. Procedures
   A. Orientation to a cold stove should include the following:
      1. Introduce oven mitts and explain their use.
      2. Introduce the Braille timer and explain how it works. (available from American Foundation for the Blind)
      3. Show student burners, controls, oven door and racks.
         a. Have student practice the centering of pans on the burners. Have handles positioned toward center of the range.
         b. Show student how to properly open oven door from the side position.
         c. Explain how to pull out racks and position pans properly.
      4. Instruct student on how to turn on burners and oven.
         a. Explain regulation of burner heat and oven temperature.
         b. Mark controls by braille or by filing notches at key temperature points.
   B. Student should practice above procedures before proceeding to actual food preparation.

II. Basic Skills Used in Top-of the Range Cooking
   A. Boiling
      1. Student should measure a given amount of water and pour into a saucepan.
      2. Have student center pan on burner in proper position.
      3. Student should turn burner control to desired temperature.
      4. Have student listen for sounds of boiling.
   B. Frying and turning
      1. Have student feel dimensions of cold pan and pancake spatula to determine dimension and shape.
      2. Student should measure out necessary amount of margarine or oil before placing pan on burner.
      3. Then center pan in proper position on burner.
      4. Regulate temperature control to obtain desired heat.
      5. In case of margarine student may use a fork to detect when margarine is completely melted.
      6. To detect when oil or margarine is heated enough, the following is suggested:
         a. Have student put a small amount of water into a cup.
         b. From the cup, put a <u>couple of drops</u> of water into grease. If sizzling is heard the grease is ready for frying. More than a few drops would cause splattering of grease.
      7. Place food item such as a hamburger pattie approximately in center of pan with spatula.
      8. For turning, the following is suggested:
         a. With one hand hold handle of the pan to steady it.
         b. Have student hold turner with fingers together around the handle and the thumb along the top of the handle.

c. Instruct student to place the turner at the side of pan opposite the handle. The front edge of the turner should touch bottom of the pan.
d. The turner should be held at an angle so front edge of spatula will slide under the food item.
e. Have student move turner in this position toward food.
f. Have student decrease angle so turner will slide completely under the food. Often a shoveling motion is needed to get turner completely under food item.
g. By feeling the weight of food on the turner the student will know when it can be lifted and turned.
h. Once under the food item, have the student raise the item high enough for turning.
i. Have student rotate wrist in order to turn food item.
j. To tell if food has been turned, the student may take a fork and run it across surface of the food to detect a difference in texture.

C. General Comments:
1. For procedures of frying and turning, the student may practice initially on a cold pan with the food item.
2. The turning step is the most difficult part of the frying.
3. Only the minimal amount of grease necessary should be used to prevent splattering.

III. Basic Skills Used in Baking
Follow procedures outlined in initial orientation on oven.

FOOD PREPARATION

Age 8 and up

Stirring

I. Procedures:
   A. Start student with a simple product like an orange drink mix.
   B. Follow the steps outlined for wet and dry measurements for the water and orange drink mix.
   C. The hand may be positioned for stirring as follows: the fingers should be held together around the handle with thumb on top of handle.
   D. With the free hand, the student can secure the mixing bowl in place.
   E. Instruct student to place spoon in mixing bowl with back of the spoon touching the inside surface of the mixing bowl.
   F. Stir in clockwise or counter clockwise direction, making smaller and smaller circles until center of bowl is reached.
   G. Return spoon to outside edge and start again.
   H. To clear sides of bowl, have student scrape around the inside surface of the bowl with the edge of the spoon. Start at a high point on the outside edge and proceed to scrape downward.
   I. Student should check with a fingertip the bowl of the spoon to see if there are any ingredients remaining. If there are remaining ingredients, remove with index finger or rubber spatula.
   J. Resume stirring to incorporate the unmixed ingredients.
   K. Continue stirring until no sandy texture is detected.

II. Procedure for Using Hand Mixers:
   A. Let student examine electric handmixer. Point out controls for speeds and beater release.
   B. The mixing bowl to be used should be placed on rubber matting to prevent sliding.
   C. For further support, hold bowl with free hand.
   D. The student should be instructed to keep the free hand positioned on the bowl in such a way that there is minimal possibility of being hit by the operating mixer.
   E. Student then places the beaters of the mixer approximately in the center of the bowl. Have beaters positioned as vertically as possible.
   F. Turn on mixer at slow speed, then, if necessary, turn to desired speed.
   G. After a few minutes, stop the mixer so that sides may be scraped.
   H. Scrape sides and bottom with a rubber spatula. Point out to the student that the mixer must always be stopped before introduction of the spatula.
   I. Resume beating. Continue according to specifications of recipe.
   J. Clear beaters.
      1. In case of thin mixtures position mixer so that beaters are horizontal to allow beater to drip free of mixture.
      2. In case of thick mixtures remove collected mixture by rubber spatula.
         a. With free hand, take hold of beaters upon release from mixer.

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b. Scrape one beater at a time. Place other on wax paper.
c. Remove excess mixture into bowl by holding beater in vertical position and scraping with downward strokes on both outside and inside of beater. Do same for second beater.

III. General Comments:

A. When doing any mixing, the student should choose a bowl large enough for ease of stirring and for reducing possibility of spillage.
B. Cleaning inside of beaters with a spatula may be difficult for the student, so practice may be needed. Index finger may be used as substitute if necessary.

FOOD PREPARATION

Age 5 and up

Measurement of Ingredients

I. Dry Ingredients
In teaching dry measurement, the utensils suggested are the standard sets of metal measuring cups and spoons.

A. Preliminary Steps
1. Let the student feel the utensil so as to acquire an idea of the utensil as a whole.
2. The teacher should then identify each cup or spoon according to its measurement. The student should feel each cup and spoon as it is being identified.

B. Measurement with cups
1. Start the teaching of dry ingredients with the larger cup measurement, then progress to the smaller measurements.
2. Present the dry ingredients in canisters or wide-mouth containers.
3. Have the student dip the cup into the container. Practice dipping until heaping measurements are obtained.
4. For leveling measurements, two alternatives may be considered:
   a. Alternative One
      1. Instruct student to place cup on flat surface which should be covered with wax paper.
      2. With fingertips have student smooth the heaping ingredients over the entire surface of the cup.
      3. Locate the handle of the cup. Place the first two fingers across the surface of the cup at the handle's edge. (The fingers would be perpendicular to the handle).
      4. With a sliding stroke, run these fingers across the surface of the cup until opposite side is reached. This removes excess ingredients.
      5. The student may choose to do the leveling directly over the container.
   b. Alternative Two
      1. The teacher may suggest using a small metal spatula as the leveling utensil.
      2. Let student feel the spatula. Point out the leveling edge.
      3. When measurement is ready for leveling, the leveling edge of the spatula should be placed in perpendicular position at handle's edge.
      4. Make a stroke across the entire surface to remove excess ingredients.
      5. After each leveling operation, the student with the fingertips should check the surface to see if measurement is correct. (For example, check for dips.)

C. Measurement with spoons
   1. When teaching dry measurement with the standard spoons, the procedures for measuring and leveling for the cup measures may be followed.

D. Cleaning up
   1. If the student used the waxed paper surface in leveling, the excess ingredients must be transferred back into the original container.
   2. Instruct the student to match corners of the wax paper; the northwest corner to the southwest corner and the northeast corner to the southeast. This forms a curved bottom into which all the excess ingredients fall.
   3. Hold the joined edges together with one hand. The other hand will be placed under the curved bottom so as to lift the wax paper.
   4. Lift the wax paper and approach the container.
   5. As the student lifts the paper and contents, the curve and joined edges should always be in a horizontal position to prevent spillage.
   6. Have the student position the wax paper so that opening of the curve is approximately in the center of the container.
   7. Lift in perpendicular position so that ingredients slide into the container.

E. Sifting
   1. Show student sifter and explain how it operates.
   2. Recipes may not require the ingredients to be sifted, so crude measurements may be used.
   3. Recipe may require sifted measurements.
      a. Instruct students to do the above procedure except sift the dry ingredients over wax paper and sift slightly more than what the recipe requires.
      b. With a flour scoop, the student transfers the necessary amount of sifted ingredients back into the cup measure to be used.
      c. Level as outlined above.
      d. If available, the student may simply use pre-sifted flour.

F. General Comments
   1. When teaching the student to use measuring cups always present the cups as a nest. It is difficult at first for the student to identify the measurement when cups are presented separately. Time is needed for developing the sense of proportionality.
   2. Advise student to keep their dry ingredients in canisters or wide-mouth containers to facilitate dry measurements.
   3. When student is initially learning dry measurements, the canister should be only partly filled. Later, after practice, the fuller containers pose less difficulty.
   4. In the sifting step, point out to the students that they should try not to repack the flour during the transfer. Also when the students sift onto wax paper, the sifter should be held high enough to prevent repacking.

II. Wet Ingredients:
For liquid or fat measurement, the standardized metal sets of spoons and cups are recommended.

A. Preliminary steps
1. Follow steps as presented for dry ingredients.

B. Measurement with cups
1. Student places cup in medium sized, shallow bowl. Position cup approximately in center to catch all spills.
2. Have student hold the bottle with four fingers together and the thumb on opposite side so that a good grasp is obtained.
3. Move bottle in upright position to the side of the bowl.
4. Student should find the center of the cup, then touch the mouth of the bottle, so as to judge the distance relationship.
5. Direct student to raise the bottle and while raising, slightly tipping the mouth of the bottle towards the cup.
6. While raising and tipping, at different points in time, the free hand can check the distance relationship between the center of the cup and the mouth of the bottle.
7. When student feels that the bottle is properly oriented for pouring, further tilt the bottle to pour.
8. When tilting to pour, the fingertips of the free hand may be placed on the inside edge of the cup so that the liquid can be detected when it reaches a point near the top of the cup.

C. Measurement with spoons
1. Measurement of spoons should be done over a bowl or cup.
2. Have student hold spoon so that the fingers are oriented together under the handle and the thumb placed on top of the handle. The tip of thumb should rest where the handle intersects the bowl of the spoon. With thumb positioned this way, the student can determine the filling of the utensil.
3. With spoon held in this position, place it approximately over the center of the cup or bowl.
4. With the free hand, hold bottle in same upright position near the bowl as outlined previously under cup measurement.
5. Slightly tilt bottle until the mouth touches the edge of the spoon so that the student gets an idea of the positioning to pour.
6. Raise the bottle to pour, but while tilting move slightly towards the center of the spoon bowl.

D. Measurements of shortening with cups and spoons.
1. Direct student to dip the measuring utensil into the shortening container. Try to dip utensil in far enough so as to acquire a mounded measurement.
2. With fingertip or rubber spatula, carefully press shortening into container. (Air bubbles form under the shortening and cause measurement to be incorrect. This pressing forces air bubbles out.)
3. Leveling measurement is the same as outlined above for dry ingredients.
4. With fingertips or ruber spatula clear sides and bottom of measuring utensil.
5. To transfer fat from measuring utensil, index finger or a rubber spatula may be used.
6. If utensil is slightly heated before measurement, this facilitates removal.

E. Cleaning up
   1. When there is spillage of liquid into bowl or cup a funnel may be used in assisting transfer of the spilled liquid back into the original containers.
      a. Introduce funnel to student and show how funnel fits into opening of the container.
      b. Using the procedure for pouring as outlined above, have student return excess liquid to original container.

F. General Comments
   1. When teaching any type of measurement start with larger measurements and progress to the smaller measurements.
   2. Procedures for measuring liquids may first be tried with empty bottles, so the student can acquire the concept of raising, orienting, and tilting the bottles for pouring the measurement.
   3. Liquid measurement into spoons is more difficult because of the smaller proportion; more practice may be required.
   4. Start with liquids which are slightly viscous, then introduce thinner liquids. The viscous liquids are more easily controlled when pouring.

FOOD PREPARATION

Age 8 and up

Cutting (Slicing and Peeling)

I. Slicing
   A. Introduce student to different kinds and sizes of knives.
   B. Start with larger items to slice, (for example, a potato into halves).
   C. Have student place potato in center of cutting board with potato positioned lengthwise across the board.
   D. Student should find the approximate center of the potato. Mark with fingertips.
   E. With free hand, take the knife with the blade positioned upward.
   F. Approach the center of the vegetable marked by fingertip. Once knife has located the center, remove fingertip and slide it to the end of the potato to secure its placement.
   G. Turn knife in hand so that blade edge is now downward for cutting process.
   H. Start to cut with a sag-like motion of the arm. Cut until potato falls in half.
   I. Direct student to continue the same procedure, cutting vegetable into smaller pieces. This will introduce the concept of dicing.

II. Peeling
   A. Introduce student to floating blade peeler. Point out the cutting surface of the peeler. The back surface and cutting surface are often confused.
   B. For exemplication purposes a carrot is used to discuss the peeling process.
   C. Have the carrot held lengthwise in front of the student.
   D. Have the peeler placed across the carrot about midway down the carrot with the blade edge of the peeler on the carrot surface.
   E. The peeler should be held so that the thumb and finger are restricted to the handle. This prevents possibility of being out and also the blade to move with freedom.
   F. With a slight pressure, instruct student to slide the blade down the carrot. (Heavier pressure would cause removal of edible part of vegetable.)
   G. Next the student should turn the carrot to clear a new portion, starting at mid-point again.
   H. Continue above procedure until carrot has been completely turned.
   I. Then turn carrot around so that the other half can be peeled in the same manner.

III. General Comments
   A. It often takes time for the student to learn to cut food items in halves.
   B. Student will learn when spot on vegetable has been previously peeled for the blade will slide more easily because of less resistance resulting from absence of peel.
   C. It may be difficult at first for student to remove skin without removing part of edible portion.

D. To facilitate peeling, the student may want to cut vegetable in half so that less surface area has to be considered at once.
E. To check to see if all peeling is removed, run water over peeled vegetable. The water brings out the differences in surface textures of peeled and unpeeled surfaces.

FOOD PREPARATION

Age 5 and up

Spreading

I. When teaching the student the concept of spreading, it is suggested that the food item receiving the spread will be of somewhat coarse texture to minimize shredding of the surface; for example, toasted bread. The more difficult spreading, as on soft breads and cakes then may be tried after the concept of spreading has been practiced. Generally, when initially teaching spreading, try to have the item to be spread at room temperature, or partially softened.
   A. With knife tip, have student feel the shape of food item receiving the spread.
   B. Student might then place butter dish near food item receiving the spread.
   C. Cut piece of butter. Sometimes it will be necessary for student to place the fingertip on cut piece of butter to support its transfer to the center of the bread.
   D. The angle of the knife is important. Have the knife at a slight angle with blade edge resting across the butter.
   E. With knife at this angle the student spreads the butter to southwest corner of the toast. Then return to center.
   F. Spread in the same manner to the southeast corner.
   G. Then spread the area between the two points already covered.
   H. The student may rotate the plate so that the top half may be spread in the same manner.
   I. The student should continue these steps until all the butter has spread. The student can detect when all the butter has been spread by feeling the center with the knife tip.

II. General Comments;
   A. Practice may be needed in this area because this is difficult at first to prevent shredding.
   B. Always try to establish a direction for spreading, as for example north, south, east, west.

FOOD PREPARATION

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Age 8 and up

Cracking Eggs

I. Procedure
   A. Have student feel the dimensions of the egg.
   B. Have student hold the egg lengthwise between index finger and thumb.
   C. In the free hand, take the knife.
   D. Instruct student to locate the approximate center of the egg with the knife blade before striking. Hold over a bowl.
   E. Have student strike center of egg with moderate force so that there will be a clean cut break,
   F. Have student locate break, and with the thumbs, separate the two halves.
   G. To check for shells, run fingertip gently over surface of released egg.

II. General Comments;
   Eggs with thicker shells are recommended for teaching purposes.

SUGGESTED PROGRAM OF STUDY FOR FOOD PREPARATION

For seventh grade students, concentration is placed on food preparation for breakfast. Basic knowledge of nutrition and food value is introduced.

Food preparation is mainly restricted to top-of-the-range cooking. Breakfast food preparation may include eggs, cooked cereals, and French toast.

For eighth grade, luncheon and dinner dishes are planned and prepared. For example, casseroles, cooked vegetables, and desserts. In both grades the teacher should build upon the students' knowledge of nutrition.

Emphasis is being placed on matters of consumer education, for example, convenience food buying. There is also extensive used of the available braille cookbooks designed particularly for the blind, such as Cooking Without Looking and Food at Your Fingertips.

I. Preliminary Lessons
   - A. Lessons on cleanliness and sanitary practices used in food preparation, as the washing of hands.
   - B. Discussions on the safety precautions used in the kitchen.
   - C. Lessons on dry and wet measurements, without actual food preparation.

II. Breakfast
   - A. Use of toaster: preparation of cinnamon toast (spreading).
   - B. Preparation of orange drink mixture or frozen orange juice (can opening, dry and wet measuring, and stirring)
   - C. Preparation of cereals
     1. Cold cereals (dry and wet measuring)
     2. Cooked cereals (measuring, stirring and boiling)
   - D. Cooking of eggs (cracking, stirring, top-of-the-range cooking)
   - E. Preparation of bacon, sausage, and ham
     1. Frying on top of the range (frying, turning)
     2. Baking in the oven (placing of food item on a cooling rack with the rack being placed on a cookie sheet; baking)
   - F. Preparation of French toast and pancakes (measuring, cracking of eggs, stirring, use of mixes, and turning)
     1. Fry pancakes in electric frypan or on range (frying and turning)
     2. Fry French toast in electric frypan or on range (frying and turning)
     3. Bake French toast in the oven (baking)
   - G. Preparation of beverages, as tea and cocoa (measuring, stirring, and top-of-the-range cooking)
   - H. Preparation of packaged coffee cakes (measuring, cracking of eggs, and stirring or use of mixer). Yeast rolls and homemade breads may be tried by the advanced student.
   - I. Conduction of nutritional discussions
     1. Discussion of the basic four food groups and the nutrients provided by each group.
     2. Discussion of the nutrient value of the breakfast food outlined above.

3. Discussion of planning of breakfast menus and reasons for their food selections.

III. Luncheon
- A. Preparation of soups: dry and canned (opening of can, measuring, stirring and top-of-the-range cooking.)
- B. Preparation of sandwiches (spreading and cutting)
- C. Preparation of solids
  1. Gelatin with fruit cocktail (measuring, opening of can, stirring)
  2. Vegetables (cleaning, slicing, dicing, or peeling)
  3. Fruit (cleaning, slicing, dicing or peeling)
- D. Preparation of Desserts
  1. Cake mixes (measuring, cracking of eggs, stirring or use of mixer, and baking)
  2. Frosting mixes and spreading of frosting (measuring, stirring or use of mixer, and spreading)
  3. Cookies from recipes or slice-and-bake (measuring, cracking of eggs, stirring, slicing, placing on sheet, and baking)
  4. Custard and puddings, either instant or cooked (measuring, stirring and top-of-the-range cooking)
- E. Conduction of Nutritional Discussions
  1. Discussion of the nutrient value of the luncheon foods outlined above.
  2. Discussion of planning of luncheon menus and reasons for their food selection.

IV. Dinner
- A. Preparation of meats
  1. Hamburgers and hotdogs (frying, turning, and boiling)
  2. Chili, meatballs and meatloaf (measuring, dicing, cracking of eggs, stirring, top-of-the-range cooking, and baking
  3. One-dish meat casseroles (measuring, dicing,stirring, baking)
  4. Chicken and other meats (cleaning, frying, turning, broiling, baking)
  5. Stews (measuring, dicing, and top-of-the-range cooking)
- B. Preparation of other casseroles (measuring, dicing, stirring, and baking)
- C. Preparation of potatoes (cleaning, peeling, top-of-the-range cooking or baking)
- D. Preparation of vegetables: canned or frozen (opening of can, top-of-the-range cooking)
- E. Preparation of salads (see Luncheon section)
- F. Preparation of biscuits and dinner rolls: from recipe or refrigerated (measuring, cracking of eggs, stirring, placing on sheet, baking)
- G. Desserts (see Luncheon section)
  1. Pies (measuring, stirring, rolling, filling, baking)
  2. Candies: fudges, etc. (measuring, cracking of eggs, stirring, use of mixer, top-of-the-range cooking)
- H. Conduction of Nutritional Dicussions
  1. Discussion of the nutrient values of the dinner foods outlined above.
  2. Discussion of planning dinner menus and reasons for their food selection.
  3. Discussion of breakfast, luncheon and dinner menus as a <u>daily</u> dietary pattern, the purpose of this pattern being to fulfill the four basic food group requirements.
  4. Discussion of storage and labeling of food items.

5. Discussion of convenience foods and new items being placed on the market.

V. General Comments

A. For every food item to be prepared, the student should organize equipment and ingredients.

B. For all food preparations, point out color, texture, shape, taste, and smell of the food. Especially emphasize the color to the student.

ROGRAM OF STUDY

ge 10 and up

are and Maintenance of equipment, an example

he proper care of household appliances can give greater efficiency and longer use to the appliance. Most appliances when purchased come with a se and Care Manual. The following is one specific exploration. Other ppliances may differ from this one.

ctivity: Exploration of a toaster.

1) Have the students examine a toaster. They should note the following: the cord and plug; the heating elements; the dials and levers; the texture; the trap door; and any other parts of the toaster.
2) Explaing how a toaster operates (electricity passes through the heating elements which resists the flow of electricity, causing them to get hot, which toasts the bread). Since electricity is flowing through the elements, ask the students what would happen if an object, such as a knife, were inserted in the toaster while it was on. What would happen if the heating element were to break? Items should be removed from the toaster with the fingers after the toaster has been shut off (most toasters automatically shut off when they pop up the toast). If the toast cannot be removed with the fingers, the toaster should be turned upside down over the sink or over some newspaper; the toaster should be shaken to loosen the toast.
3) Explain how and why a toaster is cleaned. Crumbs from the toast fall to the bottom of the toaster. These crumbs can burn or attract bugs. Periodically the toaster should be cleaned. The toaster is held over some paper or the sink. The trap door is opened (usually there is a latch that releases the door), and the crumbs are shaken into the sink. Since the toaster has been handled, fingerprints and smudges may appear (especially if it is stainless steel); the toaster should be closed and a damp (not wet) cloth passed over the surface to remove smudges and crumbs. A dry cloth is used to remove streaks.
4) Generally, the part that goes wrong on most appliances is the plug rather than the inner workings. Often this is because people have pulled the plug out by the wire. Expensive repairs can be avoided if one knows how to repair an electric plug. Bring in several pieces of electric wire, a few plugs, a screwdriver and a pliers. Also bring a knife and/or wire cutter.

Equipment:

electric cord	(Optional equipment)
electric plug	pliers
screwdriver	wire cutter
knife	

Steps:

1) With knife, splice cord down center groove about one inch. (There are two wires per cord. Splice between them so the rubber is cut). "Y" shape is produced.

2) With knife or wire cutter remove about ½ inch of insultation from both wires WITHOUT CUTTING THROUGH WIRES. If using knife, circumscribe the insulation until knife cuts through the insulation.
3) Remove insulation from wire by pulling it off. If some difficulty is encountered, make sure insulation is cut and then remove with pliers.
4) Twist each wire (working from end of insulation to top of bare wire) so that the strands are not loose. Do both wires (each one separately).
5) If using conventional plug, take plug and unscrew screws. DO NOT UNSCREW ALL THE WAY! Leave about ½ inch of thread out. Put cord through shaft of plug, and tie in knot.
6) Wrap a wire around the shaft of each screw. Make sure all of the wire is around screw.
7) Tighten screws. Make sure all of the wire is under screw and no strands are loose.
8) Place cardboard surface guard on plug.

Note: If work is to be done on an actual appliance cord, the cord should be cut above the old plug or between the appliance and the damaged area.

5) When work is completed and cord appears in satisfactory condition, have students recount their actions. Observe where their tools are, then ask them if they know where they are. If they do know, point out the positive aspects of knowing where one's tools are. If they don't know, have the student explain what the positive aspects of knowing the positions of one's tools are.
6) Have students replace tools or ask them for some system of arranging tools. For example: screwdrivers in one drawer (or section), pliers in another, nails, screws and bolts in another and so forth.
7) Have the student explain what his feelings are about himself after he has completed ACTIVITY 4. Record these responses for later use.

BUDGET CONCEPTS

Age 9 and up

I. Basic Budgetary Concepts
   A. Starting at age nine through eleven or so, the student should be exposed to basic budgetary concepts.
   B. The student should be taught two basic budgetary concepts: resources, or sources of income and categories of expenditures.
      1. The former might include such sources of income as allowance, money from birthday, etc.
      2. The latter may include such expenditures as recreation, snacks, miscellaneous, etc. This might also include money put into savings.
   C. Have the student initially make a list of the following:
      1. Have the student make a list of his or her sources of income and the total amount coming from such sources.
      2. Have the student make a list of categories of expenditures.
         a. A decision of how much money will be set aside for each category of expenditure must be made. The amounts for each category will depend on the individual's priorities.
         b. The total amount given for expenditures should equal or fall below the total amount of money available from the sources of income.
         c. If total expenditures fall below total income, the money remaining may be used in a following period.
   D. Using the lists from above, a three-day or weekly budgetary play may be kept in braille.
      1. Across the top of the page in a horizontal fashion, the sources of income, their amounts, and the total should be brailled by the student.
      2. Under the sources of income, the categories of expenditures, their amounts, and the total should be brailled.
         a. There will be two kinds of expenditures involved.
         b. The first group of expenditures will include the amounts which the students plan to spend.
         c. The second group will include the amounts actually spent.
      3. A simple budgetary plan which exemplifies the above is shown below.

SOURCES OF INCOME	ALLOWANCE	BIRTHDAY	TOTAL
	$2.50	$10.00	$12.50

EXPENDITURES PLANNED

RECREATION	SAVINGS	SNACKS	CHURCH	MISCELLANEOUS	TOTAL
$3.00	$6.00	$2.00	.50	$1.00	$12.50

ACTUAL EXPENDITURES

$2.50	$3.00	$1.50	.50	.70	$8.20

$4.30 remainder available fo next week as source of in

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Note: The above is a weekly plan. During the week, if the student finds that he must spend more money from a certain category of expenditure than planned, he must reduce his or her expenditure in another area. As long as income excedes expenditure, this is fine.

4. As the student becomes more adept with budget planning, a monthly or yearly plan might be attempted.

II. Writing Checks

1) There are two ways to complete writing a check.
One is to use a raised-line version, available thru any bank's system for ordering. It may be completed on a typewriter. It also has a section stating the check is not over a certain amount, by denominations, that can be circled.
Another manner is to use a cardboard template to complete certain sections of the check.

2) Practice is needed to keep an account of and balance the bank statement. Choose the most convenient method for the student's needs.

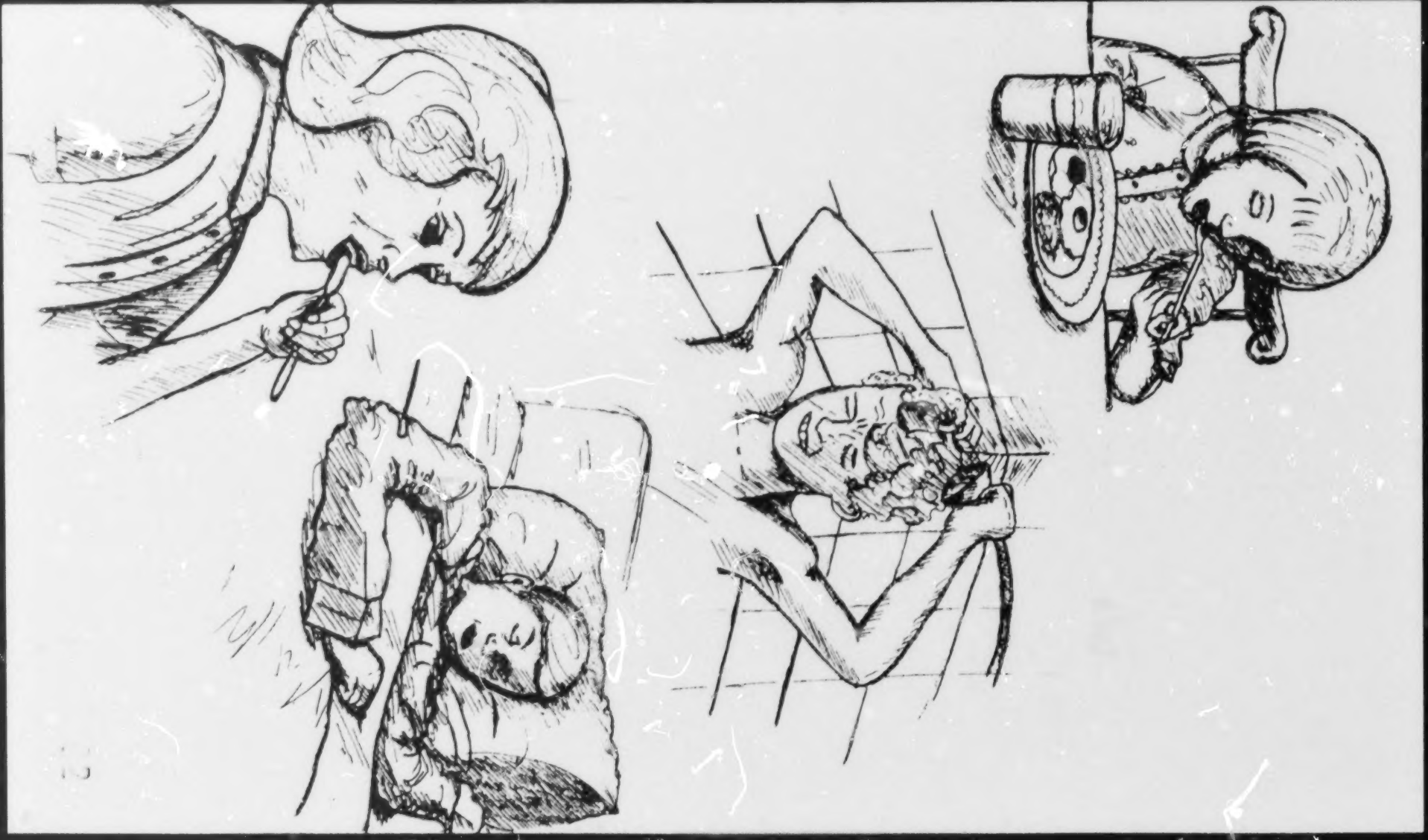
III. Money

1) Identify coins through touch.
Penny - smooth edged
Nickel - slightly larger than a penny; smooth edged
Dime - smallest coin; ridged edge
Quarter - much larger than a dime; ridged edge
Half dollar - largest coin; ridged edge

a. Begin gradually teaching a few coins and progress according to the child's understanding of identification. This method is able to recognize the differences. Play money should not be used to avoid confusion. Computation of coins will be done in conjunction with the regular math program.

2) Identify bills.
All blind and some partially sighted youngsters need a sighted person to identify their bills for them. Once identification has been made, the child should learn a basic system for folding money. This allows the child the ability to identify his own bills through the fold.
It is generally best to leave dollar bills unfolded. Depending on each child's preference, they should establish their own means for folding other bills. Some possibe ways include: fold lengthwise; fold in half width-wise; fold in half end to end (width) twice; fold lengthwise and than width-wise; etc.
The easiest folding methods should be used for lesser denominations to make it more convenient for the child. Also, to avoid confusion, the one denomination should always be folded the same way.

SELF-CARE SKILLS



Self-Care Skills

SELF-CARE

- Clothing Care
  - General
    - Hanging Clothes
    - Polishing shoes
    - Using a lint remover
    - Folding a flat item
    - Turning garment right side out
    - Folding a brassiere
    - Folding a shirt
    - Folding slacks
    - Folding socks
    - Folding underpants
- Dressing
  - Fasteners
    - Buckles
    - Buttons
    - Hooks and eyes
    - Snaps
    - Zipper
  - Undergarments
    - Brassiere
    - Girdles, garter belts
    - Socks, nylons, panty hose
    - Slip
    - Underpants
  - Outergarments
    - Belt
    - Dress, pant dress
    - Pullover garment
    - Shirt, etc. with front opening
    - Skirt
    - Slacks
  - Tying a bow
  - Tying neckties
- Hygiene
  - Bathing
  - Washing hands and face
  - Care of hair
  - Care of nails
  - Care of eyes
  - Care of ears
  - Care of nose
  - Care of feet
  - Dental Care
  - Deodorant
  - Feminine hygiene
  - Make-up
  - Shaving
  - Toilet training

Self-Care

Eating
- General
- Buttering bread
- Cafeteria service
- Use of condiments
- Cutting a salad
- Cutting meat
- Using dressing or sauces
- Exploration of place setting
- Orientation to plate
- Passing food

Sewing
- Labeling clothing
- Making a running stitch
- Buttons
- Threading a needle
- Knotting a thread
- Hemming
- Iron-on patches

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CLOTHING CARE

General

Age 5 and up

A. Establish places to keep clothing
   1. Sufficient divided drawer space to separate certain articles
   2. Sufficient closet space
      a. Keep clothing separated
      b. Don't place too close together
      c. Hang up easily wrinkled clothing
B. Wear underclothes and play clothes only once and then clean before placing in drawers
C. Helpful hints
   1. Send dry clean articles to cleaners periodically
   2. It is important to brush clothes after they are worn
   3. Store unused woolens in moth crystals
   4. Use of deodorants will help in keeping clothes cleaner longer.
   5. Store mittens, gloves in pairs
   6. Repair rips, tears, and replace missing buttons before putting away, when possible
   7. Stuff hat crowns with tissue to prevent crushing
   8. Clean shoes and boots before putting away. Make sure they are dry.
D. Arranging clothes in closets
   1. Child should be allowed to explore closet facilities
   2. Inside of door can be utilized for shoe bags, hooks for robes, and towel racks
   3. Top shelf used for hats, mittens, boots, and seldom used for clothing
   4. Designate certain rod areas for certain clothing
      a. Hangers should be hung in same direction
      b. Different types of clothing should be separated or hang coordinated outfits together
      c. Good clothing can be hung at one end of pertaining section
   5. Basket can be placed on floor for soiled clothing
E. Color coordination of clothing
   1. Color of article should be explained at time of purchase
   2. Clothing bought should be color coordinated so it can be interchangeable
   3. The explanation of color, texture of material, and other identifying marks should be explained and reinforced
   4. Explain also that plain colors are worn either together or with plaids or figured patterns
   5. Periodically explain new fashion trends to the student

CLOTHING CARE

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Age 5 and up

Hanging Clothing

A. Hanging a coat, dress, shirt, blouse, sweater with open front
   1. Finding the collar, place garment on table or bed surface.
   2. Pull front edges together and straighten sleeves outward.
   3. Pick hanger up with dominant hand and with non-dominant hand, hold shoulder of garment.
   4. Insert hanger inside that shoulder.
   5. Holding hanger in garment with non-dominant hand, slightly open garment to place hanger inside other shoulder.
   6. If possible, either button top button or zip to hold garment on hanger. Check to be sure collar is turned down, shoulder seams are properly on hanger and garment is centered.
   7. Grasp hanger by hook and hang hook on rod so that hook is toward the back of closet.

B. Hanging pants or slacks
   1. Fold pants lengthwise (refer to folding clothes.) For the beginner, pants should have waist toward left side of table and cuffs at right.
   2. Holding on to hook of hanger with left hand place flat edge (bottom) of hanger next to cuff of slacks.
   3. Reach through hanger from the right with right hand where slack cuff is and lift cuffs.
   4. Holding cuff in place, slide hanger toward waist stopping at a point which is halfway between cuff and waist.
   5. Lift hanger and be sure cuffs and waist are meeting as slacks hang.
   6. Pick up hanger with dominant hand and hold pants by cuffs with non-dominant hand.
   7. Put cuffs through hanger until they hang evenly (cuffs should meet waistband after hung).
   8. Grasp hanger by hook and hang hook on rod so that hook is toward back of closet.
   9. If pant hangers are available, lay folded pants on flat surface.
      a. Place hanger above pants at cuffs.
      b. With thumb and index finger, push clamps together and insert left corner of cuffs between clamps with right hand.
      c. Reverse hands and insert right cuffs between clamps.

C. Hanging Skirts
   1. Button at waist of skirt or zip side or back.
   2. Lay skirt on flat surface
   3. Find waistband.
   4. Insert ends of waistband into clamps as illustrated in hanging pants above.
   5. Sometimes it is necessary to hang skirts on wire hangers using safety pins, when skirt hangers are not available.

CLOTHING CARE

Age 7 and up

Polishing of shoes

Methods:

I. Applying polish
   a. In one hand, pick up shoe. Identify parts of shoes, especially those that need particular polishing care.
   b. With other hand, take small damp cloth and clean shoe free of dust, starting at toe of shoe and working around.
   c. Do same with other shoe.
   d. Remove lid from polish container.
   e. Pick up applicator and hold polish container with other hand.
   f. Using circular motion, get sufficient amount of polish on cloth.
   g. Pick up shoe in one hand and apply polish, using circular motion, starting at toe.
   h. Repeat previous steps and pay particular attention to toe and top of toe.
   i. Do same with other shoe.
   j. Allow time to dry (at least five minutes).

II. Shining shoes
   a. Pick up shoe in one hand.
   b. Pick up polishing cloth in other hand.
   c. Using circular motion, starting at toe, rub shoe with soft cloth, working all the way around shoe.
   d. Do same with other shoe.

III. Applying paste polish
   a. With soft, damp cloth, clean shoes free of dust and grime.
   b. Wetting hands, use soap and work lather into hands and wrists and under fingernails until dry (hands will feel somewhat sticky but not too uncomfortable).
   c. Open paste container.
   d. With one hand, hold container and with other hand or cloth (with circular motion) get sufficient amount of paste on fingers.
   e. With circular motion, starting at toe, apply polish, working all the way around shoe.
   f. Do same with other shoe.
   g. While shoes are drying, wash hands thoroughly; dry them. If step b was followed thoroughly, there will be no polish left on fingers or under fingernails.
   h. Shine shoes.

Hint: Proper care of shoes
   1. Have designated place for keeping shoes when not being used.
   2. When putting shoe on, use shoe horn to keep from breaking down back of shoe (or use thumb when no horn is available).
   3. Polish shoes at regular intervals.

Polishing of shoes

Materials: Small damp cloth for wiping dust and dirt off shoes
Shoes
Proper color of polish (paste or liquid)
Polish applicator (small sponge or soft cloth)
Polishing cloth (or old sock)
Bar of soap
Desired color of paste wax
Soft damp cloth for cleaning shoes
Soft cloth for shining

CLOTHING CARE

Age as needed

Using a lint remover

A. Types
   1. Roller type with tape
   2. Clothes brush
   3. Magnetic brush with foam rubber
   4. Masking and scotch tape
   5. Vacuum type
   6. Ball of nylon net
B. How to use
   1. In using all of these types, start at the top of the garment and work down, covering the entire garment. Pay particular attention to the areas that rub together or come in contact with tables, chairs, etc.
C. Most washers and dryers have lint filters; therefore, clothing may not have much lint.

CLOTHING CARE

Age 5 and up

Folding a flat item

Some references recommend beginning with a washcloth, but something with exact corners may be a better learning tool. It is recommended a handkercheif or something of similar weight that has evenly cut sides for beginning. Then vary materials and use squares and rectangles.

1. Use a solid flat surface on which to fold.
2. Align materials with edge of table by laying one edge of the material touching all along side closest to person. Smooth out by placing both hands side by side in the approximate center of the material and gently moving them apart, right hand toward right edge and left hand toward left edge. (Do not put too much pressure on the material.)
3. Identify the four corners and four edges.
4. Bring the left edge over to the right edge by placing the left hand in the upper left hand corner and the right hand in the lower left hand-corner. Bring the upper corner on the right and the lower corners together the same way.
5. While holding the upper corners together with the left hand and the lower corner together with the right hand, pick them up and hold them in front of you.
6. Then put corners that are being held below edge of the table in front of self and slide material onto table over the table's edge and away from the body until entire piece is on surface of the table.
7. Sometimes one needs to place his hands in center and smooth toward sides at this step.
8. Repeat #4 until material is small enough to put away.

CLOTHING CARE

Age 5 and up

Turning shirt or similar garment right side out

1. Learn to recognize that the garment is inside out if the tag or seams are on the outside.
2. Placing the garment on a flat surface with the hemline toward the body, slip the hand into the garment and find the neckband. Pull the neckband through the bottom opening.
3. Holding up the garment by its neckband, insert one hand through one sleeve to the cuff and pull. Repeat for other sleeve.

CLOTHING CARE

Age as needed

Folding

A) Brassieres
   1. Place brassiere lengthwise on solid surface.
   2. Fold in half between cups so that cups fit together.
   3. Fold in half again so that fasteners are beneath the cups.

B) Shirts, tops, sweaters, undershirts
   1. Identify parts.
   2. Button, as needed, top and bottom button and every other one in between.
   3. Place shirt front down on a flat surface, with shirt tail at edge of table and neck away from self and each sleeve smoothed out toward right or left.
   4. Fold in half by bringing left half over to right half matching up at these critical points: underarms, shoulders, side seams, sleeves.
   5. Place left hand on armhole seam and use right hand to pick up sleeve at wrist having thumb on top and fingers against surface of table.
   6. Bring wrist of sleeve toward left and then toward bottom of shirt ending up with thumb down and fingers on top.
   7. Bring neck down to meet bottom of shirt.

C) Slacks, shorts, similar clothing with legs
   Hint: This is one folding job best started in midair.
   1. Identify parts: waist, cuffs, center (fly) front, side seams, inside seam of leg.
   2. Hold slacks at waist with hands at center front and center back one hand at front and one at back. Thumb should be inside slacks and fingers on outside.
   3. Allow pants legs to hang down towards floor.
   4. Tuck waist edge up under chin, release hold on center front and back, and slide hands down toward cuffs along right and left sides of pant legs.
   5. When reaching the cuffs, be certain you are holding on to both legs and then release waist from chin and let fall, so slacks are now upside-down.
   6. Find the inside seam and outside seam of each leg and hold them all four together.
   7. Lay out on flat surface and fold cuffs up to waist.

D) Socks
   There are several methods of matching socks and getting them ready to put away.
   1. One is to pair socks by safety pinning pairs together when brought. Take pins off when putting socks on and repin when taking them off. Pins will go through washer with no difficulty if socks are pinned securely to toes.
   2. Another alternative to pinning socks is to buy only one color socks.
   3. The third is to put one inside the other after the drying cycle and matching them.

Folding

4. The last one is to match and fold them in the following manner.
   a. Lay one sock on flat surface so toe is toward the right, heel is in the center and cuff is toward the left.
   b. Lay the mate of that sock on top matching toes, heels, cuffs.
   c. Reposition sock so toe is toward person and cuff is away.
   d. Roll sock starting at toe until reaching the cuff. To roll: hold toes together with thumb underneath and against surface and fingers on top. Turn hands away from you, so thumbs come up and fingers are down. Holding sock in this position, move thumbs and fingers so thumbs are underneath anf fingers on top, first right hand then left hand. Turn hands away from you again and repeat process until the socks are completely rolled up.
   e. Hold rolled pair of socks in left hand so cuff is toward the right. Place thumb of left hand in outside cuff and hold securely.
   f. In outside cuff place right thumb and fingers next to left thumb on outside cuff. Fold back outside edge of cuff with right hand so fingers rest against rolled up sock and outside edge is over on left side and covers up fingers of left hand holding roll of socks.
   g. Slide left hand out.

E) Underpants
1. Identify parts: waist, each leg, crotch, side seams (if present).
2. Place garment on a flat surface, with waistband lying along surface's edge in front of person. Leg openings, one on right, one on left, crotch in center between leg openings should be away from person and edge of table.
3. Bring left side of pants to right side.
4. Match left edge of waist with right edge of waist.
5. Match left edge near leg opening with right edge near leg opening.
6. May fold waist up to crotch or leave with one fold.

DRESSING

Age as young as possible

Fasteners - buckling buckles (shoes and at waist)

1. Insert smooth end of belt under bar of the buckle.
2. Pull belt back to right on top of bar of buckle, until belt feels comfortably tight.
3. Place index finger of right hand over belt hole closest to bar.
4. Push the prong with left index finger to the spot where the hole is and push prong through hole.
5. Locate the buckle bar on the other side with one hand and with the free hand, bend the belt, sliding it under the bar or loop.
6. Belt buckle should be centered.
7. To unbuckle, reverse the above process.

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DRESSING

Age as young as possible

Fasteners - buttons

1. Find the top or bottom button and button holes.
2. Find the button hole with one thumb and grasp the button with the other thumb and index finger, placing the index finger on top of the button.
3. Guide the button into the hole; then use the finger to help pull the hole over the button.
4. If desired, use the other hand to pull the button through.
5. Always button in sequence from top to bottom or vice versa.
6. To unbutton, place index finger and thumb under materials at button hole.
   a. Using other hand, grasp button and push through button hole.
   b. Pull out gently.

DRESSING

Age as young as possible

Fasteners - hooks and eyes

1. To hook the back neck of a dress, place thumb of left hand on hook and index finger under hook reaching in from neck edge.
2. Place right thumb on eye, and index finger underneath eye.
3. Bring hook towards right thumb and slid hook along thumb towards nail and slip into eye, when reaching end of right thumb.
4. Hint: Recommend trying this on a dress lying flat in front of person before putting dress on.

DRESSING

Age as young as possible

Fasteners - snaps

1. Place the index finger of the one hand on the top of the indented half of the snap with the thumb underneath.
2. Place the index finger of the other hand on the knob with the thumb underneath.
3. Bring the two index fingers, still on their proper places, together.
4. Lift index fingers off and insert knob into indentation.
5. Press firmly together until they "snap".
6. For unsnapping, reverse the above process and pull gently apart.

DRESSING

Age as young as possible

Fasteners - zipper

1. Front fly zipper
   a. Use one hand, using thumb and index finger, grasp zipper tab.
   b. Use free hand to grasp zipper bottom (or material) and pull gently downward.
   c. Pull upward with right hand to the top.
   d. Press tab down over zipper to lock.
2. Back zipper
   a. To zip up
      1. With right hand (dominant) in back of dress, use index finger and thumb to grasp zipper tab.
      2. Use left hand to hold seam at bottom of zipper and stretch downward.
      3. Use right hand to pull tab up, toward neck, as far as you can reach.
      4. Take right arm over right shoulder to grasp tab and finish pulling the zipper to the top.
      5. To lock zipper, press tab down.
   b. To unzip
      1. Hold the garment on left side of the zipper with the thumb and index finger of one hand.
      2. Lift the tab with the free hand and grasp it with thumb and index finger.
      3. Slowly push the zipper down as far as possible.
      4. Then put one hand around the back and continue pushing the zipper down.
3. Separating zipper
   a. Be sure the zipper tab is at bottom of the track.
   b. Locate the smooth end of the zipper track with one hand, placing the thumb on top and the index finger underneath.
   c. Insert the smooth end of the zipper track into the hole on top of slide.
   d. Push the track down into the slide and stop so that it is secure.
   e. Pull down on the jacket bottom with one hand while the free hand pulls up the tab.
   f. Press the tab down over the zipper to lock it.

DRESSING

Age as young as necessary

Undergarments

A) Brassiere
   1. Identify parts of bra: cups, hooks and eyes, straps, underarm, centerfront.
   2. Method I
      a. Lay bra front down on flat surface.
      b. Put arms through armhole first right, then left.
      c. Pull bra up against body so straps fit across shoulders.
      d. Starting at center front slide hands along bottom edge of bra toward underarm and then on toward back until holding each end of bra.
      e. Hook bra by following instructions on Hooks and Eyes.
      f. Lean over and place breast in cup for a firm and comfortable fit.
   3. Method II
      a. Hook bra in front.
      b. Turn until hooks are in back and cups in front.
      c. Place arms into straps.
      d. Pull straps until they fit.
   4. Removing brassiere
      a. Unhook it in back and slip the arms thru the straps.
      b. Fold it properly and put away.

B) Girdles, garter belts
   1. Run thumb and index finger around top of girdle to find label. Label indicates top of, inside of, and back of girdles.
   2. Turn girdle so that the label is next to body.
   3. Holding girdle on both sides, roll top of girdle down and to the outside for about one-half of the girdle.
   4. Sit down on chair, bed, etc., insert one foot into leg opening and then the other foot in to the other leg opening.
   5. Work girdle up until bottom reaches about four inches above the knee (about one hand length).
   6. Stand up and grasp each side of girdle at the roll and unroll pulling gently upward.
   7. Make sure top of girdle is at waistband and feels comfortable.
   8. Make any necessary adjustment.
   9. If girdle has zipper or other fasteners follow procedure for the type fastener.
   10. Follow procedure for fastening nylons.

   Garter belts
   1. Run thumb and index finger along top to find label or seam. Label or seam indicates top and inside of garter belt.
   2. If the garter belt has hooks, with hose supporters hanging down, hold side of garter belt with hooks in right hand and place rest of garter belt around back of body and fasten bra-type fasteners in front. If no hooks, put on as girdle.
   3. Run hands down garter belt, checking to see that supporters are hanging in middle of front and back of legs.
   4. Follow procedure for fastening nylons.

C) Procedure for fastening hose to girdle or garter belt. (Note: Procedure described is for right-handed people; opposite hands used for left-handed people).
   1. With left hand, put thumb between metal tab and cloth tab.
   2. Grasp cloth tab above disk with thumb on top, index finger and middle finger underneath.
   3. Hose in right hand, pull top up and over disk.
   4. Hold hose on cloth tab with thumb.
   5. With right index finger and thumb, grasp above metal tab and push tab down until disk fits into larger curve of metal tab.
   6. Pull up metal tab to secure disk in small curve of metal tab.
   7. Pull down girdle over tabs and smooth.

D) Socks, nylons, panty hose
   1. Putting on socks
      a. Hold the sock by the toe and find heel.
      b. Lay the sock flat and locate the cuff opening.
      c. Insert thumbs into sock and gather up by placing fingers outside the sock against thumbs and sliding sock up along thumb. Continue to gather until toe is reached.
      d. With hands remaining in that position put socks over toes, then heel.
      e. Pull the sock up until it is in place.
      f. Repeat the above procedure with the other sock.
      g. Be sure both socks are pulled up to the same point on both legs.
   2. Removing socks
      a. Place both thumbs inside the sock on either side of the leg and gather it down to heel; slip sock off foot.
      b. Pull out the toe and straighten the sock.
      c. Repeat procedure with other sock.
   3. Recommendations
      a. Obtain help in determining size, length and color shade.
      b. Seamless, stretch hose are recommended.
      c. Wear cotton gloves when putting on or taking off nylons to avoid snags.
      d. Nylons with heel and toe reinforcement are recommended.

E) Panty Hose
   1. Locate tag in back.
   2. Follow same procedure as putting on sock.
   3. Work one leg at a time to approximately the calf area.
   4. Proceed with other foot.
   5. Work each leg a short distance at a time.
   6. Work pant area over hips as a pair of underpants.

F) Putting on a slip
   1. Full slip
      a. Identify parts first: Straps, hem, front, back.
      b. To find the front of a slip, usually there is lace on the front bodice or it is cut higher than the back. The back is usually cut straight across.
      c. Lay the front down on a flat surface with the straps away from person and hem close to edge of person and surface on which it lies.

d. Slide arms into slip starting at the hem and continue sliding until reaching the opening at the top. Put right hand between right side of slip and right slip strap and the same for left hand on left side.
e. Raise arms over head and put head in between straps. Then pull slip down over rest of body.

2. Half slip
a. Identify parts
b. Either step into garment or slip it over head.
c. Side seams should be aligned along the side of body.

G) Putting on underpants
1. For the beginning dresser, place garment on a flat surface, with waistband lying along surface's edge in front of person and one leg opening on left and one on right with the crotch in the middle.
2. To find the front and back of the waist if there is no tag in back or sides to identify it, match the edges of the legs together and then look at the waist. The longer portion of the waist is the back of the underpants.
3. Insert the thumbs into the waistband on the sides and hold the pants below the knees.
4. Step into the pants while holding the waistband, one foot at a time.
5. Pull the pants up to waist level.
6. If the fit is not comfortable, remove garment, turn around, and put on again.

DRESSING

Age as young as possible

Outergarments

A) Putting on a belt
   1. With right hand grasp belt, putting thumb on under side of belt and other fingers on outside of belt.
   2. With left hand, locate first loop on left of garment closest to center button or snap at waist.
   3. Holding belt against body, move belt towards loop.
   4. Put thumb and index finger of left hand through loop, grasp belt and gently pull towards left, through loop.
   5. For any loops behind body, reverse hands.
   6. Locate next loop by moving hand to the left.
   7. See further instructions for buckling belt.

B) Putting on a dress
   1. Dress
      a. Place the dress on a flat surface or over a chair back, making sure the back of the dress is up.
      b. Hold the bottom of the dress steady with the left hand while sliding the right hand up the body of the dress through the sleeve.
      c. Insert the left arm in other sleeve and put head through neck opening.
      d. Grasp the bottom of the dress and pull it down over the body. Close any fasteners.
   2. Pant dress
      a. Hold the dress in the middle and let dress fall in half in the front of the body and step thru the opening for the legs one at a time.
      b. Pull the dress to the waist, then up around the shoulders, slip in the arms.
      c. Close any fasteners.

C) Putting on pullover garment (T-shirt, sweater, etc.)
   1. Lay item on flat surface.
   2. Find back of item by location tag.
   3. Grasp lower edge of back of item and gather up. Raise arms up above head and pull over head. Place hands in arm holes and extend arms. Pull item down. Or place arms in first and pull down over head.
   4. If it doesn't feel comfortable, take it off, turn it around, and put on again.

D) Putting on shirt, sweater, dress with front opening
   1. Arrange shirt on flat surface so the front is up and the back is lying on the surface.
   2. Place left hand on the right front of the shirt at the neck.
   3. Slip the right hand into the right sleeve of the garment while the left hand slides the garment across the back behind the head.

4. Once right hand and arm is comfortably in sleeve, hold left front at neck while the left hand reaches over left shoulder and pulls the garment up over back and slides hand into sleeve.
5. To turn collar down, place fingers inside shirt collar (right hand on right and left hand on left) with fingernails touching neck, and thumbs outside. Holding onto the collar, bring fingers toward outside and lying thumbs down against neck and shoulders. Slide hands toward back of collar to make sure it is turned down similarly in back.
6. Removing the garment
   a. Locate and unbutton the top button and continue to unbutton the garment until the bottom button is reached or unzip the zipper.
   b. Take the garment on both sides of the front opening and pull it back over the shoulders.
   c. Reach the right hand around the back and grasp the cuff of the sleeve. Pull on the sleeve and ease the left arm out. Bring the left arm across the front of the body, grasp the right cuff with the left hand and ease the right arm out.

E) Putting on a skirt
1. Putting on a skirt.
   a. Undo all fasteners.
   b. Place the skirt on a flat surface with the front of the skirt facing the flat surface. Slide the arms inside the skirt and slide it over the shoulders and down the body so that the waistband is at the waist.
   c. As an alternate method, one may hold the skirt in front of the body with the back of the skirt next to the body, step into the skirt, and pull it up until the waistband is at the waist.
   d. If needed, tuck in the blouse.
   e. Fasten the skirt.
2. Removing a skirt.
   a. Undo all fasteners.
   b. Place the hands in the waistband at the sides of the body (right hand at the right side and left hand at the left side), slide the skirt down the legs, and step out of it.

F) Putting slacks on
1. Be sure zipper and fasteners are undone.
2. Hold slacks in front of body with thumbs on the inside of the waistband, making certain the opening is in front of the body for a front zipper, left side of the body for a side zipper.
3. Lower slacks below knee level and step into them.
4. Raise slacks to waist.
5. To adjust a button shirt under slacks, be sure back shirt tail is pulled down. Grasp the front corners and pull together and down. Tuck front corners between legs and pull slacks up to the waist and fasten.
6. If slacks have cuffs, be sure they are turned up and in place.
7. Always wear a belt with slacks that have belt loops.
8. Putting on slacks with a gathered waist.
   a. Lay slacks on flat surface with legs side by side, one on right, one on left.
   b. Locate seam in crotch where four seams meet.
   c. Hold that place with one hand and slide other hand up to waist along center seam.

d. The waist will not be matching up, and the longest part will be the back.
e. Once you have found the back, proceed as for putting on other slacks.

9. Removing slacks.
a. Remove shoes, unbuckle belt, and unfasten slacks.
b. Insert thumbs on each side at the waistband and slide the slacks down to the ankles.
c. Step out of the slacks while holding the waistband with one hand. Remove belt and put away slacks.

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DRESSING

Age as young as possible

Tying a bow

1. Learn to tie a bow first by putting a string (or a piece of yarn, or rope that is not too thin, but not so bulky it does not bend easily) around waist to be tied in front. The string should measure the measurement of the waist plus two or three feet.
2. Holding one string in right hand and one string in left hand, cross left hand over right at the same time putting string which was in right hand into left hand and string which was in left hand into right hand.
3. Hold string in right hand next to body and push it under string around waist from below towards top and pull out toward right.
4. With string in each hand pull until tight.
5. Release string in left hand and use left hand to hold knot which is where two strings cross.
6. Slide right hand along toward end of string away from body about six inches and holding on to that point, with thumb and next two fingers, bring it back to knot and pick up right string where it comes from the knot. This will make the loop. Make the loop stick out towards the left.
7. Pick up left string with left hand and bring string up over the right thumb and down over the fingers which are holding the loop being careful not to get the loop mixed up with the left string.
8. After passing the right hand fingers, continue bringing string close to body and then use left index finger to push string between right thumb and string wrapped around thumb. Push towards the right.
9. Very carefully, let go of loop being held in right hand and pick up loop being formed by left index finger and hold with thumb and index finger with right hand. The left hand should then pull the loop that was originally held by the right hand.
10. Pull both loops until tight.
11. This is very complicated procedure and should be tried in stages.
    For example: Practice 1-4 several times
    Then continue and do 5-6 several times
    Then continue and do 6-10 several times.
12. Change the type and size of string and practice with it.
13. Then tie a shoe holding the shoe in the lap, and finally on the foot.

DRESSING

Age 8 and up

Neckties

A) Tying a four-in-hand tie
   1. To tie a simple knot in a necktie, place the necktie around the neck with the thinner side over the left shoulder. Check to make sure the seam is underneath. The left side should usually be just above the belt (approximately a palm width from belt).
   2. Cross the right side over the left shoulder. Check to make sure the seam is underneath.
   3. Cross the right side over the left, close to the neck. Place the thumb of the right hand underneath the cross and the index finger on top. Hold this securely.
   4. Grasp the thicker end of the tie, which was just crossed to the left, with the left hand, thumb on bottom and fingers on top. Push it back under the cross to the right side so that the seam is now up.
   5. Release the left hand, bringing it over top of the cross and the other hand to regrasp the thick part of the tie with the fingers on top, thumb on bottom. Flip the tie over the cross and the index finger which is holding it. The seam is now on the underside.
   6. Push the tie up through the part of the tie that is around the left side of the neck and let it drop with the seam down over the cross.
   7. Grasp the end of the wide end of tie and put it through the loop from top to bottom that is marked by the index finger. Release the right hand and pull gently so that the knot becomes tight.
   8. Hold onto the under flap of the tie with the left hand and push the knot up to the neck with the right hand.
   9. Do not let the bottom flap hang below the top. If it is, it can be corrected by starting over and making the left side of the tie higher before starting to tie.
   10. Learn to put on various type of tie clasps.

B) Clip-on bow tie
   1. Button top button of shirt.
   2. Hold tie in both hands, clip side up. With thumb and forefinger press downward to release clip.
   3. Put end of thumb of right hand against neck button.
   4. With thumb and forefinger of left hand hold collar out. Slip collar between clips and press down firmly.
   5. Repeat same process on other side of collar.

C) Pre-tied long tie
   1. Button top button on shirt.
   2. Raise clip with thumb and forefinger with right hand.
   3. With left hand, hold shirt collar at neck and pull out.
   4. Tie tie up toward chin and insert clip over top shirt button behind material.
   5. Adjust collar tabs over edge of pre-tied knot.

HYGIENE

Age as young as possible

Bathing

A) Bathtub bathing
   1. Allow child to explore and experiment with bathroom fixtures under supervision.
   2. To fill the tub; close drain, turn water on, adjust temperature, place fingertips pointing down to bottom of tub and when water depth is up to wrist or desired depth, turn water off.
   3. Place washcloth on edge of tub, hang towel nearby, remove clothes, get in tub.
   4. Lather hands as necessary and lather body rubbing circular motions.
      a. Start with face and avoid getting soap in eyes.
      b. Soap entire body, giving extra care to ears, underarms, hands, feet, genital areas, back, arms, legs.
      c. Replace soap on dish or rack.
      d. Scrub with wash cloth if desired.
   5. Rinse washcloth thoroughly. Rinse entire body remembering those areas mentioned in a and b above.
   6. Open drain, step out of tub. (Young child may need assistance to develop safe method of exit).
   7. With towel, dry body remembering areas mentioned above. To dry back, place towel with one hand over shoulder and with other hand, clutch free end of towel near waist. Move towel back and forth side to side, up and down until dry. Then switch hands, repeat procedure.
   8. Hang up towel and washcloth, put on robe and slippers, rinse out tub.

B) Shower bathing
   1. Place towel and washcloth near shower.
   2. Remove bathrobe and hang up.
   3. Let child examine or explore shower under supervision. Orient child to hot and cold water knobs and shower head, plus controls for water flow, shower door or curtain.
   4. Get into shower and close door or pull curtain. Regulate water temperature.
   5. Lather hands and start lathering body, starting at top and working down; face, ears, neck, chest, arms, underarms, and stomach, back, genital areas, legs, and feet. Use wash cloth to scrub if desired.
   6. Stand under shower and rinse all parts of body well. Use hands to make sure soap is removed from all parts of the body.
   7. Teach child proper procedure in turning off water.
   8. Get out of shower stall, stepping onto mat placed in front of stall.
   9. Dry body using same method mentioned in section on tub bathing.

C) Sponge bathing
   1. Explain reasons for sponge bath rather than shower or bath.
   2. Specific steps utilize materials similar to regular bathing directions, dependent upon area involved, i.e., wash cloth, towel.

HYGIENE

Age as young as possible

Washing hands and face

A) Hands
1. Orient child to basin, usual location of soap, knobs, wash cloth.
2. Place hands on knobs and turn hot and cold water on.
3. Pick up soap.
4. With soap in hand, rub hands together. Place soap back in proper location.
5. Rub palms of hands together to work up lather.
   a. Put right palm on back of left hand and rub.
   b. Put left palm on back of right hand and rub.
   c. With fingers, wash between fingers and fingertips of opposite hands.
6. With water still running, put hands in stream of water to rinse.
   a. Rub palms of hands together.
   b. Put right palm on back of left hand and rub.
   c. Put left palm on back of right hand and rub.
   d. With fingers rinse between fingers of opposite hands.
7. Place hands on knobs and turn water off.
8. Find towel to dry hands.
   a. Rub palms and back of hands and between fingers with towel until dry.
   b. If paper towel, find wastebasket and discard.
   c. If cloth towel, find towel rack and replace.

B) Face
1. Get towel and washcloth from proper place.
2. Find sink and close the drain with stopper or drain lever.
3. Regulate water to desired temperature.
4. Put washcloth in water.
5. Fold washcloth in half and twist to squeeze out excess water.
6. Place washcloth, unfolded, in palm of one hand and use it to rinse face.
7. Lather hands.
8. Put soap back.
9. Wash cheeks in circular motion back to ears and including ears.
10. Wash forhead and eye area in circular motion up to hairline.
11. Wash nose, chin and mouth area in same motion. Provide guidance of hands as necessary.
12. Scrub area with washcloth.
13. Place washcloth in water to rinse free of soap. Squeeze out excess water.
14. Rinse face with washcloth in same pattern as washing.
15. Repeat until all soap is removed and check with fingers that all soap.
16. Lay washcloth on back of sink.
17. Remove stopper from drain and rinse sink.

Washing hands and face

18. Dry face in same manner as washing and rinsing.
19. Return towel and washcloth to proper place.
20. Check clothing to be sure nothing has spilled on front.
21. If acne or skin problems occur, use appropriate medicated soap or other products.

HYGIENE

Age as young as possible, depending upon the maturity of the individual

Care of hair

1. General
   A hair style should be selected with the individual's facial features and care capabilities in mind. Current trends in styles should be explained. It should be explained also that one's hair style reflects one's personality.
2. Washing hair
   a. Collect items: shampoo in plastic bottle, towel, cream rinse (if desired), or other items needed.
   b. Place items in order to be used on sink.
   c. If washing in sink: acquaint them with faucets. Adjust water temperature. Fill sink half full.
   d. Wet hair by bending forward with head as low in bowl as possible, keeping eyes closed.
   e. Dip a cup in sink, fill with water, and pour over hair repeating until hair is completely wet.
   f. Raise head slightly and reach for shampoo. Take cap off and place on sink, place free hand on top of bottle, tip slightly until a small amount of shampoo pours into hand. Return bottle to sink.
   g. Rub hands together and apply to hair, covering entire head.
   h. With massaging motion and firm pressure, work shampoo into hair and scalp using the tips of all fingers, NEVER THE NAILS, for at least three minutes. Be sure to massage into hair above forehead, beside both ears, top of head, back of head.
   i. Rinse out first shampoo, using cup to pour rinse water over head.
   j. Repeat steps f,g,h rinsing more thoroughly this time. Refill sink with clean water. Remove all traces of shampoo by holding head under faucet and by filling cup with rinse water and pouring over head.
   k. If using cream rinse, follow directions of cream rinse instructions on package.
   l. Turn off water, squeezing excess water from hair, place towel around head. Recap all bottles.
   m. Hair should be kept gleaming and attractive with a shampoo once weekly (or more often if the hair is inclined to be oily). Choose a shampoo with specific qualities to serve the individual's need.
3. Brushing hair
   a. Take the brush in one hand and place it on the crown of the head. Use downward strokes from the crown toward the ear and ends of the hair on one side of the head, repeating several times.
   b. Continue the brushing process at the back and on the other side of the head.
   c. Lift the hair at the back of the head with the hands and brush underneath in an outward motion from the head to the ends of the hair. Brush back into place.
   d. If desired, brush the hair in different directions, depending upon the individual hair style (forward, straight back, or toward one side).

e. The brush should be cleaned after each brushing by running a comb through the bristles of the brush to remove loose hair strands.
f. It is advisable to thoroughly wash the brush and comb in warm, soapy water several times a week.

4. Parting hair
   a. Holding a comb in one hand, place it at the top of the back of the head, and comb all the hair on the top down over the forehead.
   b. Find the place on top back of head to start the part.
   c. Practice drawing a straight line from this point to the forehead with the index finger, using a specific feature on the face as a point of reference. (For a center point, the nose may be used; for side parts, the arch or middle of an eyebrow may be used.)
   d. Holding the comb at an angle, place its tip at the crown of the head and slowly pull it to the front of the head. The forefinger of the free hand should be used as a guide by placing at front end of part - at hairline of forehead.
   e. When the front of the head is reached, use the free hand to separate all the hair away from the tip of the comb, while leaving the comb in place, and smooth it down to one side.
   f. Carefully comb the hair next to the comb down the desired side of the head.
   g. Run the fingers down the part to be sure it is straight; if it is not, repeat the above process.
   h. To make a part for braiding, continue the center part from the crown to the back of the neck. For parts extending horizontally across the back of the head, other points of reference, such as the back of the ears, may be used.
5. Use of hair spray
   a. After styling the hair, shake the can of hair spray, and remove its cap.
   b. Holding the can in a fairly upright position, locate the hole in the nozzle and point it at the hair. Hold can be placing the index finger of the right hand on the top of the nozzle and the remaining fingers and thumb of the right hand around the can.
   c. While pressing the nozzle with the index finger, move the can around the head approximately 10 inches from the head (or a hand spread away) in order to spray all areas requiring it for three or four seconds.
   d. Replace the cap on the can and replace the can in a cool storage area.
6. Setting and rolling hair
   a. Assemble: comb, rollers, clips, setting lotion, glass of water and a place on table.
   b. Be seated on straight chair at desk or dresser.
   c. Arrange from left to right: comb, rollers, clips, wave set, if used. (if right handed).
   d. Put in palm of hand setting gel, place hands together then pat all over hair.
   e. Comb hair in direction you plan to place rollers.
   f. Depending upon the size of the roller and the style you wish to achieve, section off with your fingers one small area of hair. Starting at the crown, lay roller over area where you intend to use the roller. Holding roller between thumb and forefinger, lift up roller slightly. With other hand, grasp hair immediately beneath roller and lift up. Taking roller place half way up the shaft of hair. Slide it slowly to the end, keeping thumb and fingers on the hair and roller; roll the hair slowly making certain all strange

are on the roller. Hold roller firm to scalp. Use bobby pin, clip, or pick to secure to head.

g. Repeat procedure for remaining sections.
h. Use hair spray when necessary.

7. Teasing hair
   a. Brush and comb into basic style. (See instructions)
   b. Decide which area of hair will be teased.
   c. Part off small sections, holding section in left hand. Starting three-fourths of the way up the shaft with comb, push down toward scalp, once firmly, then make short strokes up the hair shaft.
   d. After doing this in all areas, smooth over the top with comb, fitting it in with the rest of the hair style.
   e. Don't comb completely through in the area that you have teased. Smooth this over lightly with comb or brush.

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Age 8 and up

Care of nails

A) Manicure
   1. Cuticle care
      a. Wash hand thoroughly using a nail brush to scrub around and under the nails. Dry them well. If desired, a cuticle cream may be applied to each cuticle to soften it.
      b. Wrap a towel or wash cloth firmly around the thumb or index finger and push the cuticle orange stick wrapped in a moistened cotton ball.
      c. Feel for the hangnails with the fingers and cut the hangnails with nail scissors or clippers.
      d. Cleaning of nails
         1) Clean under the fingernails by inserting the tip of an orange stick or other pointed nail-cleaning instrument and moving it back and forth. Being sure to clean the corners.
         2) Begin with the thumb and proceed to the others.
      e. Clipping and shaping fingernails
         1) Clippers
            a. Learn to open clippers.
            b. Grasp the clippers in one hand, placing the thumb on the top level and resting the base of the clippers on the curled index finger. Curl the remaining fingers around the clippers.
            c. Place the nail between the cutting edges of the clippers and press on the top lever with the thumb until a "clip" sound is heard.
            d. If necessary, clip again to even edges or file any ragged edges.
         2) Nail file or emery board (for fingernails only)
            a. Hold the file or board near the end between the thumb and fingertips.
            b. Place the file near the edge of the nail and file from side to center to opposite side, shaping the nail to an oval, or rotate fingernail side to side while holding on stationary emery board.
            c. Use the fine side of the emery board for shaping and the rough side for reducing the length of the nail.
         3) Nail scissors
            a. Place the thumb and index fingers through the metal loops with the thumb on top.
            b. Cut the nail, making sure the curve of the scissors fits the contour of the nail.
            c. Wash hands after clipping and shaping.

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f. Application of nail polish
   1) When first beginning to wear nail polish, use clear polish. Later, there will be plenty of time to experiment with polishes of various colors.
   2) Use polish remover to make sure nails are completely clean. Open the bottle, place the index finger over a wad of tissue or a cotton ball and place it on the opening of the bottle. Tip the bottle until the tissue or cotton ball is moist. Rub the moist tissue or cotton ball over the nail until all the polish is removed. One may determine this by rubbing a fingertip over the nail which should no longer feel glazed. Continue this process with each nail, being sure to turn the tissue or cotton ball to a clean side each time. Replace the cap on the bottle and discard the used tissue or cotton ball.
   3) Give the nails a good manicure before starting to polish them.
   4) Shake the bottle of nail polish before opening it.
   5) Open the nail polish bottle by loosening its top. (Brush is attached to the top.)
   6) Working over a piece of paper will help to protect the table.
   7) Place the polish bottle next to the little finger of the hand to be polished so that contact can be easily maintained in order to keep track of where the bottle is located.
   8) Spread the hand flat on the paper.
   9) Develop a systematic way of polishing nails in order.
   10) Take the brush by the top, remove it from the bottle and as it is brought out of the bottle, brush it on the lip of the bottle to remove excess polish.
   11) To polish each nail, start on the middle of the nail at its base. Bring the brush straight out to the edge of the nail. Work slightly on either side of the middle of the nail, repeating the same process. Then continue to the other side of the nail.
   12) Do not pause when taking a stroke, or the polish will not spread smoothly. All strokes should be in the same direction.
   13) After the first stroke, rotate the brush. Dip the brush into the bottle and repeat the process for the next finger.
   14) Do one hand and then let it dry.
   15) After both hands have been polished and are dry, peel off the excess around the sides of the nails.
   16) Before placing the brush back into the bottle, clean the outside neck of the bottle and the inside of the cap with a cotton ball or tissue moistened with polish remover.
   17) If the polish chips, remove it, and repolish the nail.
   18) Coordinate the nail polish with clothing being worn.

B) Pedicure
   1. Collect all items needed: toenail clippers, emery board, orange stick, cuticle cream, basin of warm soapy water, toenail brush.
   2. Have child feel nail to see if it needs trimming.
   3. Teach them how to use clippers.
   4. It is easier to cut toenails after bathing or soaking feet in water.
   5. Use clipper and clip straight across as to avoid in-grown nails.
   6. Use emery board to file off rough edges.
   7. If desired, polish can now be applied.

HYGIENE

Age as young as possible

Caring for eyes

A. To wash around eyes: Articles needed: (1) Wash cloth (2) Towel (3) warm water.
   1. Use warm water in basin--do not use soap.
   2. Dip cloth in water and squeeze out excess water so that cloth is damp.
   3. Close eye gently.
   4. Start at the corner of the eye, nearest nose, wipe corner of eye, upper and lower lid and outer corner including cheek bone area. (It is important to wash from nose toward ear so as not to lodge matter near tear duct area.)
   5. Pat washed area gently with soft, clean towel.

B. Recommendations
   1. Keep objects, including fingers, out of eyes.
   2. Be certain to keep the eyes clear of matter by wiping the surrounding area with a tissue when necessary.
   3. Learn to take out prosthetic eyes, and to rinse and replace them. (This procedure wil vary greatly with the individual.)
   4. Learn to properly and safely clean eyeglasses, remembering to wipe off frames.
   5. Consult an ophthalmologist if any eye irritation is present.

HYGIENE

Age 4 and up

Caring for the ears

A. Washing
   1. Show the child how to extend the index finger (point).
   2. Place the extended finger in the center of the washcloth that has been dipped in warm water and soap and rung out.
   3. Place covered finger in the ear and using circular motions wash from the middle of the ear to the outside portion.
   4. Remove finger and rinse cloth.
   5. Using soapy cloth wash behind the ear proceeding from the top of the ear to the lobe. Scrub gently.
   6. Rinse cloth, ring out, and rinse areas washed.
   7. Use same procedures for both ears.

B. Recommendations
   1. Never clean the ears with pointed objects; do <u>not</u> use cotton swabs (Q-tips).
   2. Accumulation of wax or the removing of foreign objects should be removed by a qualified person (nurse or doctor).

HYGIENE

Age 4 and up

Caring for nose

A. Recommendations
   1. Always carry a handkerchief or tissues. (Tissues prove to be more sanitary for youngsters.)
   2. Do not probe nostrils with foreign objects (i.e., fingers, Q-tips, etc.)
   3. Do not pull or cut hair inside nose.

B. Blowing nose
   1. Cover nose and mouth with tissue or handkerchief.
   2. Blow both nostrils gently at the same time quietly and discreetly.
   3. Repeat the process as necessary.
   4. Carefully wipe the outside of the nose until it is clean, using another tissue or clean part of the handkerchief.
   5. In using tissue, discard in nearest receptacle. If using handkerchief, fold carefully and replace in pocket.

HYGIENE

Age 4 and up

Care of the feet

1. Bath thoroughly to prevent perspiration odors.
2. Dry well to prevent fungus infection.
3. Care of athlete's foot (cracking between toes) as needed.
4. Use of foot powder or spray.
   a. Determine type, use and placement.
   b. Apply in sitting position, preferably in bathroom.

Materials: R. K. Hughes
Western Penn. School for Blind Children
Pittsburgh, Penn. 15213

Care of the feet
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HYGIENE

Age-Puberty

Care of skin

The oil glands in the skin become much more active during teen years. The result is often a combination of blackheads and pimples. This condition usually goes away as you grow older, but that doesn't mean that you can't do something about it now. Here's what to do to improve mild skin problems. (If you have a serious skin problem, consult a doctor.)

1) Wash your face at least twice a day, working up a good lather of warm water and soap with clean hands. Rinse thoroughly with warm water. Splash with cold water, then pat face dry with a towel. Remember, easy does it. If you rub your face so hard the skin becomes irritated, you'll do more harm than good.
2) Follow with a clear skin lotion that combats oilness.
3) Oily hair and skin problems often go together. So, wash your hair twice a week-more often if it is very oily.
4) Keep your fingers away from your face and your back - don't squeeze pimples.
5) Keep everything that touches your face or hair completely clean - washcloth, towel, comb, brush, pillowcase. And use only your own!
6) Watch your diet. Many doctors recommend that you avoid chocolate, nuts, peanut butter, excessively fatty foods and soda fountain fare. Drink lots of water.
7) Get enough sleep and outdoor exercise.
8) Finally, don't worry about your skin problems. Remember you are not alone; many great men have had the same trouble, at your age. Emotional upsets-worry-stress and strain may make your skin flare up. Do everything possible to improve the condition, and then forget it!

HYGIENE

Age as young as possible

Dental Care

A. Brushing of teeth
   1. Remove the cap from the tube and place it to the side and back of the sink so that it will not roll into the basin.
   2. Wet one's toothbrush in cold water.
   3. Place the brush in the left hand, holding the bristles upward between the forefinger and thumb with the bristles slightly lower than the tip of the fingers. The handle should extend back to the palm of the hand, parallel with the finger and the thumb.
   4. Take the toothpaste in the right hand and hold the nozzle on the bristles, tilt the tube at a slight angle (45 degrees).
   5. Using the thumb and forefinger as guides and starting with the bristles nearest the handle, gently squeeze the paste onto the brush while pulling the tube until the opposite end of the brush is reached. Put toothbrush (bristle end) in mouth and put the cap on the toothpaste tube and return it to its proper place.
   6. Place the toothbrush in the dominant hand.
   7. Clean the inside and outside surfaces of the teeth by brushing in up and down motions from the gums to the grinding surfaces of each tooth.
   8. Clean the grinding surface: brush back, forward, and sideways, forcing the bristles into the crevices and grooves. (Gently brush gums and tongue, include all areas of mouth.)
   9. To eject the paste from the mouth, place the hands on the side of the basin as a guide, and lean over the sink to make sure the basin is not missed.
   10. Rinse the brush thoroughly.
   11. Brush areas mentioned above again with water to rinse. Eject water from mouth.
   12. Rinse brush thoroughly.
   13. Rinse mouth with water, swish and then eject.
   14. Rinse out the basin of the sink.

B. Mouthwash
   1. Pour a small amount of mouthwash from the bottle into a glass by placing the neck of the bottle on the rim of the glass and by using the index finger and/or length of pouring time as a clue to the amount poured.
   2. Take a sip of mouthwash, lean the head back, and rinse it throughout the mouth.
   3. Eject the mouthwash with the same technique used with the toothpaste, keeping the body well back from sink so as not to get the mouthwash on any clothing.
   4. Rinse out the sink.

C. Using dental floss
   Extract a length of dental floss, slide it between the tooth and move it up and down, back to front to remove any food particles.

HYGIENE

Age as needed

Deodorant

A. Recommendations
   1. Make sure armpit area is clean and dry and clothing is not near this area.
   2. Apply deodorant. Find most effective one for individual. It may be necessary to change brands when effectiveness decreases.

B. Spray type
   1. Shake container, remove cap and place in familiar location.
   2. Extend one arm vertically.
   3. Find the hole in the nozzle head with index finger of free hand.
   4. Hold can four to five inches away from skin.
   5. Press firmly on the top of the nozzle directing spray at the armpit--cover all sections using two or three short sprays.
   6. Repeat process with other arm.
   7. Replace cap.

C. Roll-on type
   1. Shake container, remove top.
   2. Extend one arm vertically.
   3. Hold the bottle in the free hand and roll onto the skin with a circular motion, beginning at the top of the armpit and moving downward until the entire area is covered (2 or 3 seconds).
   4. Repeat the process with the other arm.
   5. Replace top securely.

D. Stick type
   1. Remove top of container.
   2. Place container in one hand, with index finger horizontally along top edge approximately half the width of finger.
   3. Push deodorant out until top of stick reaches middle of finger.
   4. Apply in same manner as roll-on.
   5. Repeat the process with other arm.
   6. Replace top securely.

E. Cream type
   1. Remove top of jar or cap from tube.
   2. Jar type.
      a. Move the first three fingers of one hand across the cream until there is enough cream to begin to spread.
   3. Tube type.
      a. Place tub nozzle on index finger of free hand and squeeze gently across to ring finger.
   4. Apply the cream using a circular motion of fingertips, beginning at the top of the armpit and moving downward until entire area is covered. (Rub in thoroughly).
   5. Repeat the process with the other arm.
   6. Replace top or cap.
   7. Wash the hands to remove the excess cream from the fingers.

HYGIENE

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Age-Puberty

Feminine Hygiene

Menstruation is a normal, regular cycle of women that may begin as early as nine years of age and may continue into the late fifties. It consists of the discharge of blood, secretions, and tissue debris from the uterus that occurs in non-pregnant, child-bearing-age females at approximately monthly intervals. The period of discharge usually lasts from three to seven days, beginning about every twenty-eighth day.

The onset of menstruation is preceded or accompanied by noticeable changes in the female: development of breasts, activition of the sweat glands, growth of body hair, etc. It should be explained as a completely normal and necessary bodily function.

Adequate time for discussions and questions on the aspects of menstruation should be available as the girl's maturity and interest require. While healthy discussion should be encouraged, attitudes of discretion should be built up, too, concerning the proper times and places for the necessary "personal" conversation.

Certain procedures should be followed. One should practice good habits of self-care and cleanliness during menstruation, i.e., bathe frequently, use deodorants, know proper procedure for application of and disposal of sanitary napkins or tampons, take care of stained clothing immediately, etc.

Girls should practice using the sanitary supplies before the onset of menstruation and between the menstrual periods until they can handle them confortably and with confidence. Some may benefit from the use of informational kits available from the various sanitary supply manufacturers for personal instruction.

Sanitary supplies and their use

1. The sanitary napkin is a soft, absorbent, disposable pad used to absorb the monthly discharge. A sanitary belt is a narrow elastic belt to hold the napkin firmly in place. It is worn around the waist next to the skin and has small hooks or fasteners on tabs in the front and back. Sanitary pants or briefs are made of some type of underwear fabric with a moisture proof panel extending from back to front, and with hooks at the front and back to which a sanitary napkin may be attached.
2. The sanitary napkin may be easily applied. Attach the long end of the napkin to back fastener of the belt or a pair of sanitary pants. If a belt or a pair of sanitary briefs is not available, safety pins can be used to attach the napkin to regular pants temporarily.
3. Attach the short end of the napkin to the front fastener.
4. When the napkin is attached properly, the thick, absorbent part of the napkin fits between the legs when the belt is pulled up around the waist.
5. To dispose of the napkin, release the ends from the hooks of the belt or pants, roll the napkin with the moist side rolled in, wrap the napkin in toilet tissue and place it in a paper bag. Place it in the trash. (Never flush napkins down the toilet.)

6. Napkins should be changed at least every four hours, before retiring, and upon arising in the morning.
7. For interval use, tampons are small, cylindrical, absorbent pads which are placed directly into the vagina to absorb the menstrual flow. They are made of surgical cotton and are kept in a special hygienic container applicator until they are used. A tampon is applied by inserting it into the vagina, the opening through which the menstrual fluids leave the body. To dispose of the tampon, remove it from the vagina by grasping the string which hangs free if the tampon has been inserted correctly. Once the tampon has been removed, dispose in same manner as sanitary napkin. Tampons should be changed every four hours, before retiring and arising in the morning.

HYGIENE

Age as needed

Make-up

1. General

   Correct make-up gives the face a fashionable, attractive look. The primary rule of application is to use all make-up sparingly. Select a shade appropriate for your skin coloring and type. A friend or commercial cosmetic consultant may be able to assist you with the shade. Explain order of application to student. Not every person needs all the forms of make-up but must choose what suits the personality and facial needs of the individual.

   FOUNDATION
   BLUSH
   POWDER
   EYE MAKE-UP: Eye brow make-up
   Eye shadow
   Eye liner
   Mascara
   LIPSTICK
   FRAGRANCE

2. Use

   a. Foundation. There are several forms of foundation: liquid, stick, powder. Follow instructions on package for use. Some rules are applicable for all forms. Put a small amount of foundation across forehead, down nose, upward on chin and cheeks. Blend with fingertips of both hands, up nose and sides, across forehead (avoid the eyebrows), up and out from chin across cheeks, across jawline, on mouth under the nose. Be sure foundation is applied lightly and evenly and doesn't get into hairline. Use a cloth to remove any from hairline as a double check. Wipe off hands on paper towel or moist washcloth.

   b. Blush. Gives a delicate rosiness to the cheeks and adds a look of freshness and warmth to the entire face. Have student feel her cheekbones with her fingertips. Explain that color goes on the cheekbone from the center of the cheek to the ear. It will simulate facial blushing from emotional moments. Once she is familiar with the area of application, have her apply a small amount of blush at the center of cheekbone. With flat of fingers, blend the blush upward and outward over cheekbone toward the ear. Repeat for other cheek. Wipe off excess from fingers.

   c. Face powder. Many women find they do not need to use face powder over blush. If necessary, here is the method. Wipe a fresh piece of aborbent cotton over the powder. Press the cotton on the palm of the other hand to further compress the powder. Now apply to the face, patting lightly under nose, up nose, across forehead to temples, across cheeks, over chin. Turn cotton to clean side and gently dust down the face.

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d. Eyebrow makeup. Some eyebrows need to be defined and therefore need make-up. Have student trace her eyebrows with her fingertips so that she is completely familiar with their shape Touch tip of index finger to the pressed powder cake. Tilt head back slightly and lightly trace line of brow with clean finger of the other hand -- immediately following with the finger which was touched to the brow make-up.

e. Eye shadow. Eye shadow gives a fashionable look to the eye area. Before application, student should touch lid with fingertips, tracing the area on which shadow is to be applied. Instructor should give individual attention to determine exact positioning of color. Close eye, hold lid taut, with thumb held at outer corner of eye, stroke on the shadow, starting at the inner corner and working to the outer corner of the lid. Blend gently with fingertip to assure subtle effect. Repeat with the other eye. Wipe off finger used for blending the eye shadow.

f. Eye liner. Eye liner is diddicult for a blind person to use, but if use is desired the following method may prove helpful. Trace with finger the area to be lined. Then use eyeliner brush to practice tracing. Beginning in the inner corner of the eye, with free hand trace line of eye lid immediately preceding with the brush. Extend line just a short distance beyond eyelid at outer corner.

g. Mascara. Mascara makes lashes look fuller and longer. Hold index finger on lid behind eyelashes and with other finger brush lashes up over first finger. Practice several times making sure nothing else is touched. Follow procedure for using mascara, brushing over lashes which are curled over finger. Repeat for other eye. Wash fingers that were behind lashes.
Note: Care should be taken in applying make-up to the eye area.

h. Lipstick. Pick a color appropriate for her age, facial coloring, style of the day. Ask student to trace her lips with the tip of her index finger, so she will become familiar with their shape. Uncap lipstick and stand cap on end so it won't roll away. Hold index finger over end of tube and turn swivel until index finger measures lipstick extending about one-fourth inch out of tube. With lipstick held in right hand, rest the elbow of right arm on the edge of the table and cup the chin in the hand. Open mouth slightly. On upper lip, lightly stroke the lipstick from right corner of mouth to center. Stroke on from left corner of mouth to center of upper lip. On the bottom lip, stroke from right corner to center; from left corner to center. Replace cap on case. Blot lips with tissue if desired.

i. Fragrance. It comes in several forms: stick, cream, spray, liquid. Apply on forearms, crook of elbow, wrists, back of the ears. Never apply on fabric. For stick cologne, swivel up a small amount and dot lightly in desired areas. For cream, lightly touch cream in jar and spread small amount in each area desired, rubbing in completely. For spray, be sure to point nozzle toward skin and give a quick spray to area desired. For liquid, unscrew lid and hold finger tightly over opening of bottle. Tip bottle until the liquid touches finger then turn to original position. Remove finger and dab cologne on finger in desired areas.

HYGIENE

Age-Puberty

Shaving

I. Shaving - Girls

A. Electric razor for girls

1. Remove the razor from its case and plug it into convenient electrical outlet.
2. Learn to turn the razor on and off and to operate the adjustment for legs and arms.
3. Use the following procedure to shave underarms.
   a. Lift one arm and hold the razor head in the free hand against the skin. Moving the razor in circular or up and down motion until the entire area of the armpit has been covered.
   b. Check with the fingers for any areas missed.
   c. Repeat the above process for the other underarm.
   d. Read instructions on deodorant. Some may be applied at this time.
4. Use the following procedure to shave legs
   a. With the razor head flat against the skin, begin at the ankles and shave upwards to the knee using circular or up and down motions. (In some instances, one may want to shave the thigh depending on the darkness of hair and the articles of outer clothing to be worn.)
   b. Check with fingers to locate the areas missed.
   c. Repeat the above process for the other leg.
5. Turn off the razor and unplug it.
6. Clean the razor according to the instructions and return to its case.
7. Rinse out the basin of the sink.

B. Safety razor for girls.

1. Procedure to shave underarms.
   a. When first learning to shave with a safety razor, practice the procedures below without putting a blade into the razor.
   b. Learn to load the razor with the blade, according to the type razor (regular, cartridges, or injector).
   c. Become familiar with the touch control, if one is present, and determine the setting best suited for the coarseness of the board.
   d. Wet the underarm area and leave it wet. Use warm water.
   e. Shake the shaving cream dispenser, squirt the shaving cream into the left hand and spread it amply with the fingertips of the right hand over the area to be shaved (do not rub it into the skin). If left handed, reverse procedure. Soap may be used in place of shaving cream by making a rich lather with the hands and then applying it to the area to be shaved (Can be applied with brush, making lather in mug).
   f. Holding the razor at a slight angle shave with slow, short, downward strokes. Proceed in a systematic fashion, checking with the free hand for lather, which will indicate that an area has been missed.
   g. Rinse the razor periodically under the faucet to remove lather build-up. (If the razor has a double edge, rotate the sides.)
   h. Check with fingers for areas missed.

i. Always check with fingers for small nicks or cuts which may also be noticed because of the stinging sensation they cause. (Bleeding may be stopped with the aid of a styptic pencil or by placing a small piece of tissue on the cut area for a few minutes.)
j. Wash the razor, wipe it dry, and return it to the case. (Use storing instructions according to razor model.)
k. Rinse out basin of the sink.
l. When the blade becomes dull, place it in the dispenser slot, if available. If none available, wrap the used blade in a tissue and place it in the trash.

2. Procedure to shave legs.
a. Apply shaving cream or soap lather to one leg.
b. Begin shaving at the ankle, using short upward strokes until the knee is reached. Proceed in a systematic fashion around the entire leg. Shave the thigh if desired.
c. Be especially careful around the ankle and knees areas as the bones protrude and the skin is easily nicked.
d. Rinse the razor periodically to remove lather build-up and rotate the sides of the blade if it is edged.
e. Using the free hand to check for areas missed. (Remaining lather could give an indication of the areas missed.)
f. Rinse the leg and dry it.
g. Repeat the above process for the other leg.
h. Apply body lotion if desired.
i. Check for cuts and nicks. Use a styptic pencil or a piece of tissue to stop any bleeding.

II. Shaving - Boys
A. Electric razor for boys
1. Procedure for use of electric razor.
a. Put pre-shave lotion in palm of hand, rub palms together, and rub on face. (Avoid eyes and forehead areas.)
b. Remove razor from case and remove plastic blade protector.
c. Plug cord into razor, then plug razor electrical cord into electric outlet.
d. Locate off and on switch and familiarize oneself with operation of side-burn trimmer. (Procedure will vary according to razor model.) Turn on razor. Place razor in hand that is natural.
e. Trim sideburns.
1. Extend the right arm over the top of head.
2. Place the index and third fingers of the right hand side by side so that the tips form an even line where you desire the edge of the sideburn to be. Reverse the procedure for the other side.

B. Safety razor for boys
1. Procedure
a. When first learning to shave with a safety razor, practice the procedures below without putting a blade into the razor.
b. Learn to load the razor with the blade, according to the type razor (regular, cartridges, or injector).
c. Become familiar with the touch control, if one is present, and determine the setting best suited for the coarseness of the board.

d. Wet the face and leave it wet. Use warm water.
e. Shake the shaving cream dispenser, squirt the shaving cream into the left hand and spread it amply with the fingertips of the right hand over the area to be shaved (do not rub it into the skin). If left handed, reverse procedure. Soap may be used in place of shaving cream by making a rich lather with the hands and then applying it to the area to be shaved (can be applied with brush, making lather in mug).
f. Begin by trimming the sideburns using the index and middle fingers as guides, as described in the section on electric razors. Pull the razor edge down from the fingertips several time until even sideburns are obtained.
g. Holding the razor at a slight angle, shave with slow, short, downward strokes. Proceed in a systematic fashion, checking with the free hand for hand for lather, which will indicate that an area has been missed.
h. Rinse the razor periodically under the faucet to remove lather build-up. (If the razor has a double edge, rotate the sides.)
i. Shave the other side of the face in a similar manner and then shave under the nose and the chin area, using the same downward strokes.
j. To shave upper lip, pull upper lip down over top front teeth and shave in short gentle strokes the area under the nose (upper lip).
k. Shave under the jaw by moving the razor in an upward direction beginning at the base of the neck and continuing to the tip of the chin. (Use free hand to stretch skin.)
l. Check with fingers for areas missed.
m. Rinse the face in warm water and wipe it dry.
n. If beard is especially heavy, repeat the shaving process.
o. Always check with fingers for small nicks or cuts which may also be noticed because of the stinging sensation they cause. (Bleeding may be stopped with the aid of a styptic pencil or by placing a small piece of tissue on the cut area for a few minutes.)
p. Wash the razor, wipe it dry, and return it to the case. (Use storing instructions according to razor model.)
q. Apply after-shave powder and/or lotion in same manner as that mentioned in the section on electric razors.)
r. Rinse out basin of the sink.
s. When the blade becomes dull, place it in the dispenser slot, if available. If none available, wrap the used blade in a tissue and place it in the trash.

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HYGIENE

Age as young as possible

Toilet Training

A. Adults should observe child's toilet pattern.
   1. Notice if the child wets or soils clothing at any specific time.
   2. Notice if he is uncomfortable in wet or soiled clothing.
   3. Observe to see if child makes a sound, sign, or verbalizes at this time.
B. At earliest age possible, let child explore the bathroom. Encourage him to notice and investigate bathroom fixtures: toilet, sink, etc., and their use and operation.
C. Try to establish toileting at a regular and convenient time, for example: before and after lunch or later, dependent upon observation of child's needs.
D. Be consistent in keeping with toilet routine, not only in time element but in procedure.
   1. Children like routine and sameness.
   2. It gives them a sense of safety and security to know what is expected of them.
E. Use two simple words that child understands for toileting. They may be something generally familiar or originated by the child.
   1. With the deaf-blind or non-verbal child use a sign, but also use speech with this type of child.
F. Provide a comfortable toilet arrangement.
   1. Use small portable chair if necessary for size.
   2. A seat that fastens to the toilet seat and includes a foot support may be used.
   3. With physically handicapped children, exceptions must be made as is necessary to fit child's disability.
G. Child should sit on toilet not longer than ten minutes at a time. Remain with a deaf-blind child, for example.
H. Use manageable clothing, such as training pants (no diapers).
   1. With small children, particularly physically handicapped children, the boxer type jeans, trousers, short pants, and shorts are more suitable because they have elasticized waist.
   2. The child is encouraged to pull up and down pants with assistance and then by himself.
J. Let child accompany other children to bathroom so that he will realize that everyone uses it.
K. Expect that the child will soil or wet pants occasionally.
L. Give child genuine approval when it is legitimate.
   1. Withhold undue praise.
   2. With deaf-blind child, pat on back and say "good boy". Use speech and appropriate vocabulary.
M. Take child to bathroom when changing so that the association of his act might be associated with the appropriate place.
N. Encourage child to help in any way possible in changing clothing.
   1. Have him assist as much as possible in taking off clothing.
   2. The same is true in putting on clean clothing. At first, the adult will be doing most of the work, direct the child's hands.
O. This is a good time to re-emphasize washing hands and drying.

EATING

Indepent eating skills as young as possible

A) General Information
   1. Establish a "point of reference" at the table, that is, an object which has a known and exact location in relationship to which other objects can be found. This is most likely to be the dinner plate (appetizer, or dessert dish) or before plate comes it would be napkin and silverware.
   2. Maintain contact with the table, as continuously as possible, to avoid knocking over perpendicular objects. This can be done by "trailing" (the act of using the back of the fingers to follow lightly over a flat surface).
   3. During the course of eating, it is advisable to lean slightly forward, so path of fork or spoon is always over plate, should something fall.
   4. Food items can be recognized by aroma, by sense of hotness or coldness, and by sensitivity of touch through the use of cutlery.
   5. Remember where eating utensils are placed.
   6. Weight of the fork or spoon indicates size of portion being picked up.
   7. Always "anchor" the plate by holding with one hand or by pressing down with a utensil.
   8. In the process of eating, foods may be picked up by the "stab" method which involves inserting the tines of the fork into the food and lifting. This is used for such solids as string beans, fruit salad, etc.; or foods may be picked up by the "scoop" method, which involves dipping the forward part of the fork down into the food, leveling the fork, and then bringing it up. This may be used for such items as mashed potatoes or soft vegetables.
   9. In situation where it is difficult to pick up the food, a "pusher" may be used. This might be a piece of bread or roll, or another utensil such as a spoon or a knife, which holds the food in position to be picked up with the fork. When the dish has sides (such as sauce dish), food can be pushed against the side.
   10. It is necessary, intermittently during the course of the meal, to check the location of the food on the plate with the fork, and to move it toward the center of the plate, should it have been pushed to the side.
   11. Both hands will need to be used to a greater extent by the blind person for purposes of maintaining contact and orientation.
   12. As necessary, ask: (a) what is on the plate; (b) to have meat cut; (c) for assistance in locating items.

B) Placing the cane
   After you are seated at the table, the long cane is placed inside the legs of the table. If seated at the right side, the cane goes to the right with the curve of the cane next to the chair.

C) Seating
   1. Be seated from the left side of the chair.
   2. Place one hand on the back of chair.

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3. With free hand, scan back of the chair to find out if the chair is occupied. If not, pull out from table.
4. Walk around the front of the chair, line back of legs against the front edge. Anchor chair by placing one hand on seat or the back.
5. Sit down squarely on chair, feet flat on the floor and place hands under seat to move the chair so that you are near the edge of table.

D) Buttering bread or roll
1. In the beginning it may be necessary for the blind person to hold the whole slice of bread in the palm of his hand, place the butter pad on the center of the slice, and move outward with the knife in all directions, or
2. Using the techniques described in the exploration of the place setting, locate bread and butter plate.
3. The edge of the bread and butter plate can be used as a point of reference to find the roll.
4. Break the roll. In this process "trailing" can help locate the butter.
5. Return the other hand to the knife and take the knife to the butter.
6. Using knife for exploration of butter, estimate amount wanted, and cut.
7. With butter on knife, take knife to bread, put butter on center of bread, and spread.

E) Entering dining room or cafeteria
1. The student should be given basic familiarity to the dining area. Visual clues should be pointed out for those with remaining vision.
2. Instruct students to listen to sounds of talking and kitchen sounds for the direction of the entrance. You can often determine the size of the entrance and the room if you stand at the doorway and listen to the echo.
3. Initially, after orientation select a table that you can get to and use this one consistantly at first. Later, when you become more familiar you locate tables by voices and traffic.
4. If a person uses a cane or dog the mobility tool should be used in the dining area.
5. The student should be cautioned to move carefully and slowly in the dining area to avoid collisions.
6. The person with a dog should select a table away from the main traffic pattern, near a wall, so that the dog can be out of the path of other chairs being pulled out.

F) Cafeteria service
1. In unfamiliar settings and until one has learned the arrangement plan on having the assistance of a sighted guide. Ask the sighted guide to go ahead of you.
2. Locate a tray and place it on the serving counter. It may be completely flat or have compartments for food. Arrange napkin, plate, and silverware on it similar to a table place setting.
3. Sensation of hot and cold indicates where hot and cold foods are located. Aroma and sound can also be clues.
4. To place foods on tray, use edge of tray as point of reference.
5. In moving tray along cafeteria line, one hand must "lead" to prevent tray from hitting the one ahead, and the other will guide the tray, keeping it against riser.

6. Carrying a tray and locating a seat.
   a. Hold the tray with both hands at the center of the ends. The thumb of the right hand may be used to hold the silveware in place.
   b. Travel from the end of the line to a seat using one of the following methods:
      1. Assume the sighted guide position. Use the free hand to hold the tray, balancing the other side of the tray on the forearm which is holding the sighted guide.
      2. Stand side by side with sighted person. Touch forearm to forearm. Use both hands to hold the tray.
      3. Ask hostess for assistance. Allow her to carry the tray and follow through use of sighted guide technique.
      4. Use a cane with one hand and balance the tray with the other. Note: If all materials are close to the center it will make balancing easier.
7. Locate chair by making contact with thighs (since hands are holding tray).
8. If feasible, align tray with edge of table and slide toward center or,
9. From above table, lower slowly, ascertaining that place is clear, by extending little finger to table surface ahead of tray, or noting whether bottom of tray makes contact with objects on table.
10. To unload tray, if there is space, move tray toward center of table, one-tray width, and remove items systematically, or
11. Move tray to one side and remove items systematically.
12. To replace dinner plate with dessert plate, lift smaller dish above dinner plate, slide dinner plate toward center of table, bring free hand back to locate space, and set dessert dish in its place.

G) Using Condiments
1. Locate condiments by techniques of exploration beyond the plate and to right and left in limited areas.
2. Salt can be recognized in that it weighs more. The salt shaker usually has larger perforations. Pepper can be recognized by aroma, by weight, and by smaller perforations.
3. To pour salt and/or pepper.
   a. Locate plate with one hand.
   b. Hold palm of hand above food with fingers spread out about one-half inch.
   c. Pour over back of fingers to ascertain amount of salt used, or
   d. Pour salt into palm, and with other hand take pinches and drop onto plate.
4. To put sugar in a beverage.
   a. Locate sugar bowl by exploration procedure described earlier.
   b. Hold sugar bowl in palm of left hand.
   c. Bring bowl near cup.
   d. Take teaspoon in right hand, keeping contact with rim of cup with right little finger.
   e. Bring bowl to spoon.
   f. Lift spoonful of sugar out, using right little finger as a point of reference.
   g. Put sugar into cup.
5. To pour cream.
   a. Locate cream as described above.
   b. Bring cream pitcher near cup.
   c. Anchor cup by placing spout on rim, using one hand as a guide.

d. Tilt pitcher and pour.
e. Sound and time will give information as to amount poured.

H) Cutting lettuce salad
1. Place fork into the nearest part of the lettuce and cut with knife beyond it.
2. Place the fork a step farther and cut beyond that, etc.
3. The pressure of the fork anchors the salad bowl during the cutting.
4. To pull fork out of lettuce, anchor lettuce with knife.

I) Cutting meat with knife
1. Use clay instead of meat for practice in cutting meat. For practice cutting meat off bone, use a small piece of wood to simulate a bone.
2. It is easier to practice if there is no other food on the plate.
3. If plate tends to slide, slightly damp cloth under place.
4. With knife, locate edge of meat.
5. With other hand, place fork over knife and about one-half inch beyond into the meat.
6. Insert tines into meat.
7. Using the fork as a point of reference, cut from edge of meat inward from one side, to back, to other side of fork in half-moon pattern, that is, cut around the fork.
8. Restrain the large portion with knife, "drag" cut piece along plate, bending forward and bringing up to the mouth.
9. To cut meat with fork.
   a. Use edge of plate as point of reference, locate corner of meat with back of fork.
   b. Anchor plate with one hand.
   c. Estimate about an inch inward on piece of meat.
   d. Using lower edge of fork and extending the forefinger along the upper length of the fork for pressure, cut down into the meat.
   e. "Drag" severed portion away from the rest of the meat.
   f. Resistance indicates cut is not complete or portion is too large.
   g. Pick up the piece of meat by "stabbing" with tines of fork.

J) Serving or pouring salad dressing, sauces and syrups
1. If dressions are served in a group of separate bowls, ask help in identifying different kinds.
2. After making selection, stir gently to mix, move salad dish or bowl close to serving dish and ladle dressing over salad.
3. If dressing is served in a bottle, be sure cap is on securely and shake to mix. Remove cap, put opening of bottle over salad, tip at the angle that the dressing begins to pour, keep the tip of finger at the opening so that it will not pour too fast and add to much.
4. One may wish to use a single-serving sized container at the table.

K) Exploration of place setting
1. By running back of hands gently along the edge of table, align self with the table.
2. To locate plate, with flexed arms and curled fingers, lift hands to top edge of table and move gently toward center of table until contact is made.
3. Using plate as point of reference, locate silverware by lateral movement of hands to right and left.

4. A light trailing of bowl of spoon, blade of knife, tines of fork, indicates the types of silverware at place.
5. With arms flexed, and fingers curled, follow right edge of plate, and extending arm and fingers gradually, angle to the right to locate tea cup and/or glass.
6. Follow similar tecniques with left hand to locate salad plate and bread and butter plate.

L) Orientation to contents of plate
1. Using edge of plate as point of reference, approach contents of plate from above with tines of fork in perpendicular position. Insert fork into food at positions of 6 o'clock, 9 o'clock, 12 o'clock, and 3 o'clock, identifying food by texture and/or taste. (Fork may be brought to mouth as desired.)
2. Turn plate to bring meat to 6 o'clock position, particularly if meat is to be cut, or
3. Turn plate so that the "best anchored" food item (such as mashed potatoes) is farthest away. It can serve as a "buffer" in picking up other items; for example, push peas toward the mashed potatoes.

M) Passing food
1. Identify food as it is passed to the next person.
2. Ask what contents are if it is not identified. Be alert to shape of serving dish, temperature, odor, and weight.
3. Food is usually passed to the left (or clockwise) around the table. Take the serving dish in the right hand and transfer it to the left.
4. Locate serving instrument by following rim of serving dish.
5. Temperature of the serving dish may help to locate where the contents are located.
6. To take an item like a roll or cookie, locate edge of plate and gently move in to find them.
7. Remember location of each dish of food for ease in serving.
8. When passing food from one blind person to another, say, "Would you like some _____?" Then wait until they have a firm grip on the serving bowl before releasing it. Or say, "Here is the _____. I am setting it on your right."

N) Using utensils
1. Spoon.
   a. As the person begins to use the spoon, it is usually grasped in the palm of the hand by all fingers. The spoon is dipped into the food, then held level to lift food to the mouth.
   b. As the person grows more proficient in the use of the spoon, transfer is made to "pencil grasp"* and in holding the spoon. The pencil grasp permits greater versatility in using the spoon to cut, dip, and stir. To cut, hold the spoon so the edge of the spoon is vertical (in a normal cutting position). Put spoon in bowl until touching food, slide the spoon back to measure size of bite, pull towards edge of bowl and cut down at the same time. When the spoon cuts through, start to scoop under and level the spoon bowl. Sometimes in cutting, the individual prefers to hold the spoon in a knife position. Then the spoon is returned to pencil grasp to lift the food to the mouth. On items which tend to drip, check bottom of spoon against the bowl edge.

c. To stir, use the "pencil grasp" rather than holding it in the palm of the hand.

*Note: Rest handle of spoon on the middle finger with the thumb on top and the index finger on the side away from the body. The other two fingers curve under the middle finger to act as a support.

2. Fork.
   a. In the beginning use of the fork, the fork is also grasped in the palm of the hand by all fingers. Scoop under food and hold fork level to lift food to mouth. As the person becomes more proficient the "pencil grasp" is used.
   b. For piercing, hold fork in "pencil grasp", pierce with tines of fork, rotate wrist so that tines are level and lift food to mouth.
   c. To mash, hold the bottom of the tines parallel to surface of plate, and press down. Hold fork in palm of hand with thumb on top of handle.
   d. To cut, hold fork in the palm of the hand with forefinger extended along edge of the handle where it adjoins the tines. Press the side of the tines and hold it down to cut with this edge. Sometimes this action must be repeated to scissor through the meat.
3. Knife and fork together for cutting.
   a. Hold knife in the palm of the hand with the forefinger extending on top of the blade. The closer the forefinger is to the cutting end, the easier it will be to cut. Hold fork in the palm of the other hand with the forefinger extending along the back of the handle. Measure in with the fork from the edge of the meat to judge the size of the piece. Place knife in contact with tines and consistently cut behind tines. After use, lay knife across top edge of plate with blade facing the center of the plate. Switch fork to other hand and pierce meat (if necessary) to lift it to the mouth. Cut and eat one bite at a time.
   b. Some blind persons may find it easier to use the European style of eating where the fork always remains in the same hand.
4. Knife alone.
   a. Break bread slice into quarters. When spreading butter, hold knife in the palm with forefinger along the side of the knife. Spread butter or jam from the crust inward and parallel to the crust.
   b. When knife is not being used, place it across the edge of the plate with knife cutting edge toward the center of the plate.

SEWING

Age as needed

Labeling clothing

1. There are several systems for labeling clothing. Blind persons should pick which method would meet his needs.
2. Use aluminum braille labels furnished free by American Foundation for the Blind for color coding. These must be sewn on to the clothing thru the holes at either end of the label.
3. Using french knots to make braille letters for color coding or pairing of clothing.
4. Embroidering shapes or using iron-on patches cut in shapes for pairing clothing.
5. Embroidering print letters for color coding or pairing clothing.
6. Sew the identification to a double thickness of material or manufacturer's label so that the stitching will not show through the outer portion of the material.
7. Aluminum braille labels are limited to 10 colors and do not designate shades of colors or plaids and prints. They are good for solid colors or as a hint to basic color.
8. French knots are good for braille readers but must be a good size for a person to read. Practice several letters to get correct size.
9. Mark clothes according to color, i.e., Bl for blue, Bk for black, etc.
10. Mark clothes to coordinate outfits, i.e., blouse N with skirt N.
11. Aluminum tags are suitable on heavy weight fabrics and embroidered knot or letters for sheer or lightweight fabric.

Identifying clothing

1. To identify the color and pattern of each article of clothing, choose a method of identification and code for interpretation. (Possible color and pattern identification methods include the use of French knots in various combinations of braille numbers and patterns, different arrangements of safety pins, or removable aluminum tags having color abbreviations in braille which may be sewn into the clothing.)
2. Make certain the system is uniform.
3. Mark multicolored garment with the predominant color or the color to match with accessories.
4. Clothing of one color and/or pattern may be kept together in separate piles or sections of the closet.
5. If desired, the style or texture of the fabric and/or shoes may be used to identify the color or pattern.

SEWING

Age 8 and up

Making a running stitch (basting)

1. This is for minor mending jobs. For beginners, hold fabric in left hand. Insert needle into underneath side of material, about ½" from the edge where stitching should be.
2. Hold thread tight and put thumb where thread comes out of material.
3. Point out that needle should be inserted into side where thread comes out. For example, if thread is coming out of top side, make next stitch into top side. Set up a pattern.
4. Move thumb to the left about ½".
5. Insert needle into material from top side right next to thumb and ½" from edge of material. Pull thread thru to underneath side.
6. Move thumb ½" to left again.
7. Insert needle into material on underneath side so it will come up next to thumb.
8. Repeat steps 3 thru 6 until stitches are parallel to edge and even in length. Hint: Put a strip of scotch tape to mark a parallel line so student can sew along edge of tape and concentrate on length of stitches. Remove tape and master parallel stitches.
9. This method is slow and once understood by studer should be discarded in favor of doing two stitches at a time by the sewer.
10. Thread should be coming out of top side. Move thumb ½" to left, insert needle next to thumb and push thru only about ½", move thumb ½" to left.
11. Seams should be machine stitched for stength and durability. The running stitch should be explained as a mending method for an emergency.

SEWING

Age 8 and up

Sewing buttons

1) Sewing a 2-hole button
   a. Explain that the holes in a 2-hole button are arranged like a braille "B". Call the holes 1 and hole 2. Or call them the one on the right and the one on the left and keep the button from turning so that they stay the same.
   b. Begin with a very large button or one cut out of cardboard.
   c. Push needle through cloth from underneath.
   d. Put needle through underneath side of button and let button slide along thread until it is against cloth where thread comes out.
   e. Insert needle into second hole and through cloth to underneath side. To find the second hole cover hole where thread comes out with your finger and it leaves the other hole available.
   f. Follow the cycle of continuously going from underneath through first hole to top, then from top through other hole to underneath of cloth. If one is in doubt, follow thread down from needle to cloth to determine whether to insert needle in button or underneath. The side where thread comes out is the side to insert needle.
2) Sewing a shank button
   a. The child should become familiar with shank buttons by using several large ones.
   b. Push needle through cloth from underneath; put needle through hole in shank of button.
   c. Insert needle into material very close to where it is coming out. Pull tight.
   d. Continue pattern for 5 cycles.
   e. Hint: For a beginner, do it in these three steps so that the button does not slide out of place.
3) Sewing a 4-hole button
   a. 4-hole buttons are very similar to 2-hole buttons in method of sewing in place.
   b. It is recommended that the student understand placement of the holes, like a braille "G" ($\frac{1}{2}\ \frac{4}{5}$), or two holes right and 2 left, or 2 top and 2 bottom.
   c. Practice with a very large button with easily felt holes.
   d. Stitch between 2 holes at a time, doing the series of the 2 holes on the right (4 & 5) while keeping thumb covering the two on the left (1 & 2). Then do these 2 holes.
   e. Practice on large button then proceed to smaller buttons and then to sewing them in place on a garment. One can feel where old stitches used to be by feeling thread or a dented or raised spots in material.

SEWING

Age 8 and up

Threading a needle

1. Use self-threading needles available at most sewing supply departments. They have a groove where the thread can be pushed into the eye and a spring that keeps the opening closed so the thread will stay in.
2. Pull thread off the spool by holding the spool in one hand in front of the face and the end of the thread in the other hand and unwind thread until arm holding thread is fully extended to the side and thread is about two or three feet long (no longer, as thread gets easily tangled!).
3. Release end of thread and pick up thread where it comes off the spool and pull sharply with a jerk away from the spool thereby breaking the thread.
4. Hold needle and thread between thumb and index finger of one hand.
5. With other hand, pull thread gently over the notch into the top eye of the needle.
6. Stick needle into a pincushion.
7. Alternate methods.
   a. Stick needle in something firm like a bar of soap or cork.
   b. Hold thread tightly between thumb and index fingers of both hands about an inch or less apart and rest in groove in top of needle.
   c. Push thread down in groove of needle until it clicks. Try to pull thread back up. It should stay securely in needle.

SEWING

Age 8 and up

Knotting the thread

Knot each end of the thread using the following method:
Slide right hand along thread starting at needle and toward end of thread. Hold end of thread in between thumb and index finger. Wrap thread around index finger about three or four times. Rub finger and thumb together to twist thread and in doing so eventually push thread off finger. Pick up thread with right hand again a little distance from the knot with thumb and index finger and slide toward the knot until it makes a lump between the fingers. Repeat procedures for other end of thread. Then bring the two ends together and hold them in one hand. You can tie the two together, but it is not necessary.

SEWING

Age 8 and up

Hemming Stitch

There are many ways to hem. This is one method found very easy for a blind person.

1. Hold the hem in the left hand, with thumb where you want the first stitch to be. Thumb nail should be at the edge of the hem tape.
2. Insert the needle on the underneath side of hem where thumb is (so the knot remains invisible under hem's edge) and pull all the way through to the top.
3. Move left thumb about ¼" to the right. Pointing the needle towards the left, make a very small stitich in skirt right above thumb and pull thread through.
4. Move left thumb about ¼" to the right again. Point the needle towards the left make a small stitch in hem and pull through.
5. Repeat steps 3 and 4. The stitches follow a pattern: stitch in hem, then stitch in skirt, hem, then skirt.
6. Hints:
   a. Place where the last stitch was made can be found by holding needle and pulling thread taut; then sliding left hand from needle along thread to where thread comes out of material.
   b. Measurement of ¼" about the width of a finger or one-half the thumb.

SEWING

Age 8 and up

Tying a knot (after sewing on a button, or at hem of seam)

1. On underneath side, take a very small stitch with the needle from right to left, but do not pull all the way through.
2. The loop of thread behind needle should be put over the point of the needle.
3. Pull needle through loop until tight.
4. Repeat steps 1 through 3 about two more times.

SEWING

Age 8 and up

Iron-on patches

1. Lay damaged side up on ironing board.
2. Locate appropriate patch.
3. Lay patch adhesive side down on top of damaged area.
4. With hot iron, using circular motion, press for several seconds.
5. Do not remove from ironing board until repaired item has cooled.

Social Skills

INTRODUCTION

There are many books of party and social games on the market. Many of them with a little imagination or with a little foresight to put materials into braille can be adapted for the visually handicapped child.

Games dealing with the senses are fun for visually handicapped as well as for normal children. Other games where braille is needed to adapt them require a little more planning. There are community volunteer people who will be happy to prepare materials. Some resource or itinerant teachers would be willing to braille necessary materials, also.

In the following pages, one will find listed and described just a few of the numerous possibilities for activities to include the visually handicapped child.

INDEX FOR SOCIAL SKILLS

General
Family and Social Relationships
- Community activities
- Conflict situations
- Family relationships
- Self-image

Good Manners
- General etiquette
- Dating
- Introductions
- Table etiquette
- Telephone etiquette

Written and Oral Communication Skills
- Braille
- Conversation
- Slate and stylus
- Speech
- Typing
- Writing

Silent Communication
- Blindisms
- Eye Contact
- Facial expressions
- Hand and body gestures
- Listening
- Role Playing

Commerically Adapted Games Available from American Foundation for the Blind

Party/Group Games
- General
- Seasonal
- Religious

Games Involving the Senses
Coordination Games
Miscellaneous/Table Games

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FAMILY AND SOCIAL RELATIONSHIPS

To develop socially acceptable behavior in the visually handicapped child in the family and community. To suggest activities which would increase the interaction of visually handicapped students.

Age 8 and up

To encourage child to take part in available community activities which will help to increase his participation in family and community affairs.

Look into available community agencies, business, etc. which provide instruction in practical and social activities for the visually impaired. For example, the Red Cross will provide a baby and child care course. Arthur Murray will provide dance lessons to visually impaired students. There may be specific Boy Scout, Girl Scout or church groups to join, too.

FAMILY AND SOCIAL RELATIONSHIPS

To develop socially acceptable behavior in the visually handicapped student in the family, school, and community.

Age 12 and up

To provide guidance for the student in handling conflicts.

Many religious materials are available for the blind student if he has questions or conflicts. External aid for handling problems can also be found through ministers, priests, etc. Some of the sources for brailled materials are listed below.

The Social Skills section of The Remediation of Learning Disabilities has some activities which can be used (as is or adapted) for blind students. Lessons 51, Anticipatory Response, and 52, Value Judgements, have good suggested activities on handling problem situations. For example, learn what to expect from breaking the rules (in games, etc.), discuss or act out alternate solutions in family problem situations, discuss peer group pressures, etc.

Materials: Braille Materials for the Blind
produced by Lutheran Women's Missionary Society
Workshop for the Blind
2534½ East 7th Avenue
North St. Paul, Minn. 55109

Sources of reading materials for the Visually Handicapped-
Religious Materials
American Foundation for the Blind, Inc.
15 West 16th Street
New York, New York 10011

The Remediation of Learning Disabilities
A Handbook of Psychoeducational Resource Programs
Robert E. Valett
Fearon Publishers -- Cal.
1967

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FAMILY AND SOCIAL RELATIONSHIPS

To develop socially acceptable behavior in the visually handicapped child in the family, school, and community. To suggest activities that would increase the interaction of the visually handicapped student. To develop oral, written, and silent communication skills.

Age as needed

To learn to "read" feelings of others from voice. To learn to anticipate possible reactions according to mood. To learn to express feelings of one's own.

Talk about and discuss different feelings. Discuss how a voice reflects mood. Set up situations for the students to act out. See how many kinds of reactions can be triggered by the interaction involved.

FAMILY AND SOCIAL RELATIONSHIPS

To develop socially acceptable behavior in the visually handicapped child in the family, school, and community. To suggest activities that would increase the interaction of the visually handicapped student. To develop oral, written, and silent communication skills.

Age as needed

To discuss family relationships in different settings.

Discuss: The family at home
The family in the community
The family in travel
The family attending special events

Materials: Book of Common Sense Etiquette
Eleanor Roosevelt
The MacMillan Company
New York: 1962

FAMILY AND SOCIAL RELATIONSHIPS

To develop socially acceptable behavior in the visually handicapped child in the family, school, and community. To suggest activities that would increase the interaction of the visually handicapped student. To develop oral, written, and silent communication skills.

Age 5 and up

Recognizing self in family, peer group, and community -- development of self-image.

Discuss blindness openly with the blind child and his sighted counterparts; how others view a blind person and how others could react to a blind person. Discuss ways of handling the different attitudes of people toward them--pity, etc. Discuss the responsibility of a blind child as part of the family, the community, and the school.

Day camps and summer camps provide a good opportunity for the visually impaired student to interact with his peers. There are some camps, such as Lions Camp, especially for the visually impaired, or the student may attend any good camp program.

The Guide includes the section, "The Child Looks at Himself". Topics for activities cover, "Who am I?", "Who are my family and friends?", "I Like Myself!", "I Like My Family!", "This is My Home, My Yard...".

The Social Skills section of The Remediation of Learning Disabilities has very good activities which can be used as is or when slightly adapted for blind students. Lessons 50, Social Acceptability and 53, Social Maturity, have very good suggested ideas which can be used at various age levels. Some examples are: discussions of students' views of personal, home, and family responsibilities and obligations; recognizing and expressing personal feels in socially acceptable ways; discussing importance of family and social rules; discussing responsibilities of being a good neighbor; learning how to get around the neighborhood; etc.

Parents and/or teachers should plan different outings which will bring the child in contact with his environment. Suggestions for outings include: simple "journies" in the home (showing the child family heirlooms, furniture, etc.); a trip to father's or mother's work; a nature hike; visiting local shops; visiting a construction sight, post office, etc.

Materials: Book of Common Sense Etiquette
Eleanor Roosevelt
The MacMillan Company
New York, New York 1962

"What To Do When You See A Blind Person"
A movie by American Foundation for the Blind

FAMILY AND SOCIAL RELATIONSHIPS

Preschool Learning Activities for
the Visually Impaired Child - A
Guide for Parents
Instructional Materials Center
Office of the Superintendent of Public Instruction
P. 56-61

The Remediation of Learning Disabilities
A Handbook of Psychoeducational Resource Programs
Robert E. Valett
Fearon Publishers -- Cal.
1967

What to Do When There's Nothing to Do
Boston Children's Medical Center and
Elizabeth M. Gregg
Dell Publishing Co.
1968

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GOOD MANNERS

To develop oral communication skills. To develop socially acceptable behavior in the visually handicapped student in the family, school, and community.

Age 5 and up

To develop good manners in the student.

Provides ideas for teaching general etiquette. Child should be taught that good manners are important and should be given the opportunity to practice good manners. The child should learn the "magic words", such as "Thank you," "Please," and "Excuse me."

Discuss:
Manners at home...patterns for living, eating, time for quiet, bathroom etiquette, telephone, etc. Behavior at school...in class, on way to and from school, lunch hour, library, at games, school clubs, etc. Behavior at social affairs. Behavior in public...dates and dances. Manners and behavior in establishing relationships at church.

Mother -- May I?

List of places to consider:
on the street
on buses, planes, taxis, trains, etc.
in stores, elevators, etc.
at the theater, movies, lectures, concerts
in restaurants, (formal and informal)
at teas, and receptions.

Materials: Any good etiquette book will give one many ideas as to what to cover in this unit. Examples:

Mind Your Manners
Betty Allen, Mitchell Pirie Briggs
J.B. Lippincott Company
Chicago: 1957

Book of Common Sense Etiquette
Eleanor Roosevelt
New York: The Macmillan Co.
1962

Manners Made Easy
Mary Beery
New York: McGraw-Hill Book Company
1954

GOOD MANNERS

To suggest activities that would increase the interaction of the visually handicapped student. To develop socially acceptable behavior in the visually handicapped student in the community. To develop oral, written, and silent communication skills.

Age 12 and up

To inform the girl or boy on dating manners.

Areas to cover, making or accepting a date, dress for the occasion -- neat appearance, be on time--be ready for the date, appropriate conversation. Do's and don'ts for boys and girls.

Have the student read available braille publication.

The Party Book
Carlson, Abingdon, 1963
2 v., 327 pp.
APH #5-9617
Price: $7.20

Discuss behavior on dutch dates, blind dates, and regular dates.

Provides information for boys and girls on how to conduct themselves in dating situations.

There are many activities which can be planned which provide the student with opportunities to be a host or hostess. For example, young children can be the host or hostess at a classroom party or even during milk and cookies time around the table. Older children can plan parties, such as a Christmas party, where their parents, friends, or other school personnel are invited, and the student are responsible for preparing, serving the food, and clean-up.

Materials: The Party Book
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206
(available on state quota)

Mind Your Manners
Bette Allen
J.B. Lippincott Company
New York: 1957

Techniques in Daily Living
Curriculum Guides Developed by Child Care Staff
Illinois Braille and Sight Saving School
1970
Page 136

GOOD MANNERS

To develop oral and silent communication skills. To develop socially acceptable behavior in the visually impaired student in the family, school, and community.

Age 5 and up

To familiarize the student with the proper way to make introductions.

Give methods for teaching the "hows" of making introductions--between men and women, older and younger people. Also information on how to acknowledge an introduction, the importance of shaking hands, and standing up when meeting someone, etc. should be given.

Get Acquainted Excursion
Arrange chairs to resemble the seating arrangement in the coach of a train (double file). Have the children pretend they have just met on the train. Have each set of people introduce themselves to each other. Have them carry on a conversation. At frequent intervals, call out a station at which time, each person is to sit with a different person. Introductions and conversation begins again with the new person.

Introductions.
Players sit in a circle. Distribute a sheet of paper to each player. Have the players write a name or the leader writes names on sheets of papers. A description of the person can be included (age, man or woman, etc.). The names and descriptions can be brailled or put into large type.

Have the person introduce the person on his left and proceed around the circle until everyone has had a chance to make an introduction.

Materials: Techniques for Daily Living
Curriculum Guides Developed by Child Care Staff
Illinois Braille and Sight Saving School
1970
P. 126-7

Social Games for Recreation
Second Edition
Evelyne Borst and Elmer D. Mitchell
The Ronald Press Company, New York
1959

GOOD MANNERS

To suggest activities that would increase the interaction of the visually handicapped student. To develop socially acceptable behavior in the visually handicapped student or child in the family, school, and community.

Age 5 and up

To develop proper table etiquette.

Plan different activities with your students to further develop good table manners. After some discussion on table manners, have the students go out together to dinner at a local restaurant or plan a dinner of some type (potluck, etc.). In planning a dinner, not only will the students have the opportunity to practice good table manners, but they can practice preparing a meal, setting the table, etc.

GOOD MANNERS

To develop oral, written, and silent communication skills. To develop socially acceptable behavior in the visually handicapped student or child in the family, school, and community.

Age 5 and up

To develop proper telephone use and etiquette.

Use the Teletrainer units which are available for classrooom use by Illinois Bell Telephone Co. These units are prepared for the third and seventh levels, but can be adapted by the teacher for use at all grades levels. The units supply braille and print booklets on the use of the telephone, movies of possible telephone situations (how would you handle this, etc.), and a telephone hook-up where you can control rings, etc., and carry on two way conversations. Illinois Bell will also supply an obsolete phone for your use in the classroom.

Materials: Contact Illinois Bell for information.

COMMUNICATION SKILLS

To develop written communication skills.

Age 10 and up

To teach or improve communication skills; braille reading and writing, typing.

Hadley School offers some courses on a pre-high school level. Some possible courses in written communication would be braille. (Talking Braille, Braille Review, Braille Reading Review, Braille Writing, Grade III Braille, Typewriting for Partially Sighted and Blind Persons). Check with Hadley School on the appropriateness of these courses.

Materials: Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093
Phone: (312) 446-8111

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COMMUNICATION SKILLS

To suggest activities that would increase the interaction of the visually handicapped student. To develop oral and written communication skills.

Age - all

Development of depth of topic in conversation.

Have the students work on a class newspaper or newsletter which includes school, family, and neighborhood news item. (Community and other news as well if desired.) This will make the students more aware of what is going on about them and perhaps encourage their participation in different activities. It will also give the students knowledge of common subjects with which to talk to others in the school, home, etc.

Include in your curriculum a section on current events. Have the students keep up with news reports on a variety of topics. Go over editorials and newspaper reports together. Debate current issues. These activities can be done on the local (community), state, national, or world level.

Blind people will often suffer from a very high degree of verbalism. Verbalism is "the manipulation of empty words or those with...few... associative links." Although everyone engages in some verbalism, many blind people exhibit it to a degree which results in many faulty generalizations. It is necessary to provide many rich, stimulating experiences in order to make the blind child's speech more meaningful to him.

Discuss gossip and how it can affect both the person speaking and the one being spoke about.

Materials: The Visually Handicapped Child in School
Berhold Lowenfeld-Ed.
The John Day Co, New York
1973
P. 210-211

COMMUNICATION SKILLS

To develop written communication skills.

Age 8 and up

To provide information on the different types of slates and styluses available for use.

Howe Press of Perkins School for the Blind offers a variety of slates including a postcard size which is handy for notetaking for students. They also offer several types of erasers.

Once a child learns braille and is able to use a slate and stylus, it is necessary to provide different activities which require the child to use the slate and stylus. Have the children in the class exchange phone numbers, etc. and use the slate and stylus to do so; or ask a particular child to grab his slate and stylus, and jot down a list of items for you. The more you have the child use the slate and stylus and let him see the practical reasons for using the slate and stylus, the more confidence he will gain and the more he will use it.

American Printing House provides slates for many different uses and preferences. Some of these are Interpoint Pocket Slate (Cat. #1-0007), Interpoint Postcard Slate (1-0011), Desk Slate (1-0004 and 1-0006), Correcting Slate (1-0019 and 1-0014), Pocket Slate (1-0015, 1-0009, 1-0016, 1-0010), Plastic Pocket Slate (1-0008), Post Card (1-0018, 1-0012), Brown Slate (1-0017). The teacher should help the student become familiar with the different types of slates so that he can choose the slate which best suits his needs.

Materials: Howe Press of Perkins School for the Blind
Watertown, Massachusetts 02172

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

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COMMUNICATION SKILLS

To develop oral, written, and silent communication skills.

Age 8 and up

To encourage appropriateness of speech.

Discuss or act out situations where different types of speech (appropriateness) would be used. Talk about the right words for certain occasions and places. Discuss conversational possibilities and courtesies. List some do's and don'ts of conversation. Often blind persons want to monopolize the conversations to assure contact. This needs to be discouraged.

The student should be encouraged to participate in school or community speech (debate), dramatic etc., events. These activities provide practice in expressing oneself clearly both in speech and thought, as well as, opportunities to develop good gestures. facial expressions, eye contact, mobility, etc.

Some hints for parents:
1) "Encourage your child to talk about his feelings. Help him understand what happiness, anger, and sadness mean." (p. 5)
2) "Talk to your child about the things around him." He must learn from what he touches, hears, not what he sees." (p. 5)
3) "Encourage your child to speak in sentences. Ask him to tell his favorite stories." (p. 33)

The teacher should be aware that many young children have articulation problems in speech until second and third grade. After this time, if articulation problems persists, it may be wise to seek advice from specialists. The teacher should also always speak clearly and properly herself since children will imitate speech at this stage.

Opportunities for orally relating family or school experiences, dramatic play, and any other activities where the child must clearly express himself verbally should be provided.

The source listed below is a book of poetry in which colors are described in more concrete terms (matched with items or experiences a blind child can understand). The book is one example of a method to help a blind child better understand abstract words and use them with more meaning in conversation.

Ask the players to form a double circle--some facing in a counterclockwise direction, some in a clockwise direction. On a signal or to music, the students or children attending a party move in their given direction. When the music stops or a signal is given, the circles face one another. The leader announces a topic of conversation. They discuss the subject until the signal is given or the music resumes. At each halt, they find a new partner to discuss a different subject with. A visually handicapped child could easily be included in this game by using the following sighted guide technique.

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Materials: Book of Common Sense Etiquette
Roosevelt
Part VIII, ch. 30 p. 497

Manners Made Easy, chapter 8, p. 122
Berry, McGraw-Hill, 1966
Grades V-IX, 6 records #3-3551
Price: $4.50

American Printing House for the Blind
1839 Frankfort
Louisville, Kentucky

Preschool Learning Activities for the Visually Impaired Child - A Guide for Parents
Instructional Materials Center
Office of the Superintendent of
Public Instruction

Teaching the Visually Limited Child
Virginia E. Bishop
Chas. C. Thomas: Springfield, Illinois
1971
pp. 65-66

Hailstones and Halibut Bones
Mary O'Neill
Doubleday and Co., N.Y. N.Y.
1961

Social Games for Recreation
Second Edition
Evelyne Borst and Elmer D. Mitchell
The Ronald Press Company, New York
1959

COMMUNICATION SKILLS

To develop written communication skills.

Age 8 and up

To teach the child how to use the typewriter and to type letters.

Use any good typing book for information on the correct form for typing letters. Also, Chapter VI-Typing: An adapted approach of the book listed below provides lessons to follow for teaching the blind child how to type.

Use a good etiquette book as a resource for teaching the child how to type personal letters.

Materials: Teaching the Visually Limited Child
Virginia E. Bishop
Chas. C. Thomas - Springfield, Illinois
1971
p. 111-131

One possible source which is available from
American Printing House on state quota is:
Manners Made Easy
Berry, McGraw-Hill
1966
Grades V-IX, 6 records
#3-3551
Price: $4.50

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COMMUNICATION SKILLS

To develop written communication skills.

Age 4 and up

To learn to write longhand with the use of aids. Use a signature guide to aid in reducing the size of a blind student's signature to an acceptable size for important papers and checks.

Signature Guide--use to practice in reducing the size of the signature. Use the script guide in writing longhand. Provide experience in using raised paper and stationary.

There is also a script writing guide available from England which works very well. It uses an odd sized paper and encloses the paper in a frame which has elastic pieces resembling lines all the way down the page.

Script Guide--WS203 $8.95
Signature Guide--WS202 .65
Plastic Scripts Guides .40
.95

Signature Guide .30
Grooved Fiber Writing Guide 8½ x 11
1 dozen -- .30
Raised Line Tablets
Raised Line Checkbooks

Make an outline with Elmer's Glue of the student's signature. Let dry and use an an aid in learning how to form the letters.

Put an outline of glue on the paper--then press pieces of yarn on to form the outline of the signature.

Materials: American Foundation for the Blind
15 West 16th Street
Department B
New York. New York 10011

Howe Press of Perkins School
for the Blind
Watertown, Massachusetts 02172

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

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SILENT COMMUNICATION

To develop socially acceptable behavior in the visually handicapped child in the family, school, and community.

Age 5 and up

To acquaint the child with unacceptable blindisms.

Through discussion etc., acquaint the child with those blindism which are unacceptable. Let the child know that others do not do these things and that by doing so he makes himself conspicuous. Talk about acceptable gestures.

Materials: Techniques for Daily Living
Curriculum Guides Developed by Child Care Staff
Illinois Braille and Sight Saving School
1970
page 131

COMMUNICATION SKILLS

To develop silent communication skills. To develop socially acceptable behavior in the visually handicapped child in the family, school, and community.

Age 8 and up

Development of eye contact.

Discuss with the child "eye contact" and why he should use eye contact. (People should look at the person who is talking because it is polite, it makes the person feel you are interested, etc.) Talk with the student and remind him to turn his head in the direction of the person who is speaking to him. Practice this.

Materials: Techniques for Daily Living
Curriculum Guides Developed by Child Care Staff
Illinois Braille and Sight Saving School
1970
page 128

BEST COPY AVAILABLE

SILENT COMMUNICATION

To develop silent communication skills. To develop socially acceptable behavior in the visually handicapped child in the family, school, and community.

Age 5 and up

To impress upon the child the importance of facial expressions in conveying feelings and attitudes.

Do not hesitate to remind the child to use facial expressions. A phrase such as, "You don't look as if you enjoy this. Show that you are happy" would be sufficient.

Varying the activity slightly for the age level of the child, have the child make faces, using basic smiles or frowns, in clay or wet sand.

A curriculum for teaching facial expressions, practicing appropriate facial expressions while eliminating inappropriate ones, would be good.

Four and five year olds will love to act out simple nursery rhymes, such as, Goldilocks and the Three Bears, or the Three Little Kittens. They don't need to always remember the lines exactly. They will also enjoy singing rhymes, such as, Little Sally Saucers. Older children can pantomine to other singing games, such as this.

The Farmer Grows the Wheat--(Tune of the Farmer in the Dell)

words:	pantomine:
1. The farmer grows the wheat	Digging, planting, cutting, threshing
2. The Millers grind it to flour	Windmill turning, grinding, fifting, filling flour bags
3. The baker maked the dough	Mixing, kneading, dough rising, and putting in oven
4. The grocer sells the bread	Take off shelf, packing, take money, say thank you
5. The child eats a slice	Eating or making a sandwich and eating it

A kinesic vocabulary which can be used in the training of facial expressions, gestures, and posture. FACIAL EXPRESSIONS - grin, smile, frown, anger, surprise, disgust. Gestures - Positive response head shake, Negative response head shake, Doubtful of indecisive shoulder shrug, Motioning "come to" "go away" and "Hi", Pointing - "pointing "over there" "here" "this" "that" "you" "he" "him" "me" "I", DESCRIPTIVE - hand, arms, fingers--"big" "large" "huge" "little" "small" " tiny" "short" "wide" "thick" "narrow" "straight" "thin" "curved" "round" "circular" "fat" "bumpy" "rough" "smooth" "two" "three" "four" etc.

Use large paper bags as masks. The child can use different smiles, frowns, to make different facial expressions. Use the masks in dramatic play.

Happy Face Game - One would have to adapt the board to work with a blind student. It can be done.

A curriculum for teaching facial gestures (smiles, frowns, etc.)

Through a Girl or Boy Scout Organization or a community group, the visually handicapped child can participate in dramatic productions.

LENT COMMUNICATION

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terials:

Our Blind Children
Berthold Lowenfeld
Chas. C. Thomas, N.Y.
1971
p. 207-8

Techniques for Daily Living
Curriculum developed by the Child Care Staff
Illinois Braille and Sight Saving School
1970
page 131

The Family Game Book
compiled by Rovert V. Masters
Doubleday and Co., Inc. N.Y.
pp. 34, 72, and 121-2

Apple, Marianne M.
"Kinesic Training for Blind Persons:
A Vital Means of Communication."
New Outlook for the Blind, Sept. 1972
Vol. 66 #7 p. 207

What to do When "There's Nothing to Do"
Boston Children's Medical Center and
Elizabeth M. Gregg
Dell Publishing Co., Inc. N.Y.
1968
page 104

A Step-by-Step Guide to Personal Management
for Blind Persons
American Foundation for the Blind
1970
page 196

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SILENT COMMUNICATION

To develop silent communication skills, to develop socially acceptable behavior in the visually handicapped child in the family, school, and community.

Age 5 and up

To develop accuracy in gestures, body language communication.

Work from small movements out to large ones. The child can pantomine to descriptive poetry or verse. This can be used at all levels, depending on the particular verse or materials used. For example, the child or children could mimic the flight of a flock of birds-- "I wave my arms in the air. I make my hands flutter. I wave my arms high and flutter like birds flying. I hold my head high; I wave my arms. I flutter my hands. I run through the air like birds flying. I hold my arms out. I feel the air under them. The birds stop flying. I stop running. I stand and shrug my shoulders and shake myself. I hold my elbows close to my sides. I sit down. I rest my chin on my chest."

Some other suggestions for possible verses are: angry cat with arched back, bunny rabbit hopping in garden or eating carrot, duck waddling to the pond, a hoop rolling (somersault, etc.), oppossum rolling down slope, sleeping baby bear, astronaut doing moon walk.

Like all young children, visually handicapped youngsters will enjoy roleplaying. Simple games of "pretending", such as playing house with one child as the mother, etc., can do much toward the development of gestures (rocking the baby), facial expressions, etc.

A list of gestures with which the child should become familiar: gestures involving the hands and arms, such as waving hello and good-by, or waving someone past, cupping the hand to yell, cupping the hand to whisper, fanning with your hand or a magazine, pointing your hand or finger, clapping, cupping hands to drink water, etc.; gestures involving the head, such as, "nodding yes" or "no", turning the head when sneezing, nodding to motion "let's go", bowing the head only; and miscellaneous gestures, such as stooping, bending, gathering scraps from the table into one pile, sitting with hands folded on lap, standing with arms at sides.

Have the child "act out" or pantomime to records. Children can pantomime to different sounds on records such as those on records found in the Peabody Language Development Kit (for example: the sound of a ball bouncing; have the child identify the sound and then pantomime bouncing a ball.) or to other records such as "Let's Be Firemen" (#1024 - Children's Record Guild).

A curriculum for teaching hand gestures would also be useful.

SILENT COMMUNICATION

Materials: The Folkways Omnibus of Children's Games
Iris Vinton
Stackpole Books, Pa.
1970
page 241

Techniques for Daily Living
Curriculum developed by Child Care Staff
Illinois Braille and Sight Saving School
1970
page 132-133

Peabody Language Development Kits

What to do When "There's Nothing to Do"
Boston Children's Medical Center and
Elizabeth M. Gregg
Dell Publishing Co., Inc. N.Y.
1968
page 167

A Step-by-Step Guide to Personal
Management for Blind Persons.
American Foundation for the Blind
1970
page 196-199

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SILENT COMMUNICATION

To suggest activities that would increase the interaction of the visually handicapped child.

Age 5 and up

To encourage "listening"

Musical chairs.

"Simon Says".

Who is Speaking? The players sit in a circle, all except the person chosen to be "it", who stands in the center. Blindfold "it" if necessary. Have the players change seats to increase the difficulty "it" will have in identifying them. Have someone tap the shoulder of one of the players in the group and say "Speak to it, please." The person responds with a remark and "it" tries to identify the player's voice and give his name. If he guesses correctly, "it" exchanges places with the player. If, however, he guesses incorrectly, another person is selected whom "it" must try to identify. If "it" fails to identify two players consecutively, he selects another member of the group to take his place while he joins the circle. (This should be played when all the players know one another well enough that they are able to identify one another's voices.)

"Cheep-Cheep". Choose one child to be Mother Hen. She (or he) goes out of the room for a short time while the other children choose someone to be the baby chicken. All of the children in the room should be seated with both of their hands covering their mouths. When Mother Hen comes back into the room she/he says, "Where is my baby chicken?" The baby chicken says very softly, "Cheep-Cheep." The Mother Hen listens closely and has two chances to find her baby. If after two guesses, she does not find her baby chicken, she has to go out of the room and do it over again. If, however, she/he identifies which child the "Cheep-Cheep" is coming from, she may sit down, and the baby chicken now becomes the new Mother Hen. The game starts again.

Ticking Timer. A kitchen timer is set for a certain length of time and hidden somewhere in a room. The searcher's only clue is the ticking sound. His time is up when the bell goes off.

Find the Watch. Blindfold, if necessary, one player, "it", who stands in the center of a circle which is made by all the other players. Someone holds a watch at face level and stands within "its" hearing range. Start the watch, "It" tries to locate it by listening to the ticking of the watch. When he finds it he puts his hands on it. A time-keeper has a record of how long it takes each player to find the watch. After everyone has had a turn, the player finding the watch in the shortest time wins.

SILENT COMMUNICATION

Materials: Social Games for Recreation
Evelyne Bost and Elmer D. Mitchell
Ronald Press Co , New York
Copyright, 1959

The Rainy Day Book
Alvin Schwartz
Pocket Books
Copyright, 1968

SILENT COMMUNICATION

To develop silent communication skills. To develop socially acceptable behavior in the visually handicapped child in the family, school, and community.

Age 5 and up

To teach the importance of good posture and to practice good posture.

Posture (sample):

A. Standing
   1. Put head erect.
      a. Chin parallel to floor; top of head should feel as if being pulled upward.
   2. Stand with feet pointed ahead approximately two inches apart.
   3. Stand with shoulders back and dropped in a relaxed position.
   4. Hold chest high.
   5. Hold stomach in.
   6. Keep knees relaxed.
   7. Elbows should be slightly bent and palms turned in toward body.
      a. A child may use the flat surface of a wall as a guide for standing correctly.
      b. Be sure child's back is flat against the wall by trying to put your hand between his back and the wall (this is to insure perfect posture).

A curriculum for teaching good posture while standing, sitting, walking, and lifting would be helpful if patterned after the above.

Enroll girls in a department store charm class (Wendy Ward, etc.) where they will participate with others in learning the proper way to carry themselves, appropriate gestures, etc., in addition to other valuable lessons in grooming, make-up, clothing.

A Grooming and Exercise class as part of the curriculum can be helpful in teaching the basics of good posture and proper gestures and mannerisms.

Use the student's body to demonstrate posture; let student feel body posture. Make use of straight surface or wall to illustrate correct posture.

Use songs with movement to go along, such as:

"Stand Up Tall"
Stand up tall; (stand)
Hands in the air; (raise hands)
Now sit in your chair; (sit)
Clap your hands; (clap three times as words are said)
Make a frown; (knit brows)
Smile and smile; (smile)
And flop like a clown! (relax with arms dangling.)

Adapt the songs for the age level.

Use jointed or wire dolls to show differences between good and poor posture. Have the child imitate the good positions.

Have the students work on the construction of jointed puppets (marionettes) and then use these puppets in a production.

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SILENT COMMUNICATION

Materials: Techniques for Daily Living
Illinois Braille and Sight Saving School
658 East State Street
Jacksonville, Illinois
page 89

A Step-by-Step Guide to Personal Management for Blind Persons
American Foundation for the Blind
1970
page 192-195

Pre-Cane Mobility and Orientation Skills for the Blind - Curriculum Guide
Michigan School for the Blind
Lansing, Michigan
page 3

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ORAL COMMUNICATION

To suggest activities that would increase the interaction of the visually handicapped student.

Age 5 and up

To play Famous Characters. To develop oral conversation.

Famous Characters
Pin a slip of paper on each person with the name of a nursery rhyme or fairy tale character for young children, or a famous character for the older children. Do not let him know what the name of his character is. As the students move about the room, they look at the names of the other students. They speak with them as if they were speaking to the real person. Each person tries to gues who he is through the hints from these conversations. Continue the game until several people have guessed who they are.

20 Questions
One player decides to himself, without telling anyone else, that he is an animal or animal product. His opponents try to figure out what he is by asking him questions. They all take turns asking questions until 20 questions have been asked. All of the questions have to be ones that can be answered with only a "yes" or "no", "I don't know", or "sometimes". The person portraying the animal or product gets the same number of points as the number of questions asked when a correct guess is made. If after 20 questions, nobody guesses correctly, the person gets the same number of points as the number of questions asked when a correct guess is made. If after 20 questions, nobody guesses correctly, the person gets 50 points. The one with the most points at the end is the winner.

Role Playing through the use of puppets
Attached is a sample of a very inexpensive puppet--lunch bag and construction paper. This could be designed with any object or person. The sample shows a pumpkin.

Materials: Social Games for Recreation
Evelyne Borst and Elmer D. Mitchell
The Ronald Press Company
New York 1959

The Rainy Day Book
Alvin Schwartz
Pocket Books
Copyright, 1968

Lunch bags
Construction paper
Other materials for making puppets

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COMMERCIALLY ADAPTED GAMES

To suggest activities that would increase the interaction of the visually handicapped child with his sighted peers.

Ages vary

To learn and play games.

Beetle
This game contains wooden pieces making up component parts of four "beetles", and is for two to four players. Beetles are assembled by each player according to throws of the dice. The first with a completely assembled figure is the winner. Two or more sets may be combined for larger numbers of players.

Bingo
Bingo for individual players: adapted for blind students. The board is 6" by 6 3/4" and 3/8" thick. The plastic top is flexible and has braille and print numbers on convex squares. Press the number down with your finger and it snaps into a concave position. No call numbers are used. The numbers can be quickly snapped back to their original position by using the finger holes in the back of the board.

Card games (Canasta, Pinochle, War, Crazy Eights, Rummy)
Brailled "Bicycle" Cards -- Standard Deck
Brailled "Bicycle" Cards -- Pinochle Cards
Kem Plastic Brailled Cards -- Standard Deck
Kem Plastic Brailled Cards -- Pinochle Cards
Jumbo Cards -- oversized symbols and numbers for persons with impaired vision.
Standard Deck

Checkers
Checkers: adapted for blind students. The checker board is a 12' plastic square with sunken 1' squares 3/10" deep. Colors are distinguished by round and square men. The men are 3/8" thick and hollow on [illegible] their use as Kings.

Chess
Chess Set: adapted for blind students. Wooden chess board and men. Board with raised and lowered squares. Measures 113/4" square by 1" thick. Men equipped with metal pegs which fit into holes on board. Colors distinguished by having "flats" sanded on the white. Men are housed in a wooden box with slide cover.

Chinese Checkers
Chinese Checkers: adapted for blind students. This game is played just like regular Chinese Checkers, with a 16½" square wood-framed board and with differently shaped wooden men.

Cribbage
Wooden board measures 3" x 14 3/4". Holes marked with grommets for easy location. Brass markers in enclosure in rear. One also needs a brailled deck of regular playing cards.

COMMERCIALLY ADAPTED GAMES

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Dominoes
Dominoes: adapted for blind students. Played with pieces of molded plastic with raised dots. Follow the regular rules of Dominoes.

Fractions
Two decks each with 54 cards with different fraction values. Played somewhat like rummy, but object is to make whole numbers. For children 8-14, but adults can play too.

Parcheesi
Parcheesi: adapted for blind students. This game is played with a heavy cardboard with a wooden frame which measures 173/4" square. The dice have raised dots. The regularly inkprinted squares and spaces are replaced by holes into which men of four different shapes fit. Extra holes outside the pattern indicate safety spaces. The original Parcheesi rules are followed.

Rook
Special card game with 23 variations.

Scrabble
Braille indications added by manufacturer so game can be played by blind and/or sighted persons. Plastic waffle-like mat with braille symbols has been placed on top of inkprint board. Tiles, with inkprint board. Tiles, with inkprint and braille letters, fit securely into mat. Board equipped with built-in turning device making it revolve easily when placed on flat surface. Includes instructions in braille and inkprint as well as plastic braille card giving value and distribution of tiles. Tile racks provided. Board measures about 15" square.

Hi-Q Puzzle
Hi-Q Puzzle...An excellent solitaire game with many variations. Plastic pegs and a board with 33 holes in it are used for this game. At the beginning, pegs are fit into all the holes in the board except one. The object is to remove all the pegs except one by jumping as you do in checkers. The peg which remains at the end should be in the hole which was originally left blank.

Tic-Tac-Three
Tic-Tac-Three. This can be played by two or more people and the rules for Tic-Tac-Three are followed with many variations available. The playing board is 10" square and consists of 9 large squares, each having 3 shaped recesses for pieces. One of the sets of pieces has a notch on the top. Each set of pieces has 9 round, 9 triangle and 9 square shapes which correspond to the recesses in the playing board.

Materials: Adapted form of the games available from:
American Foundation for the Blind
15 West 16th Street
New York, New York 10011

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GENERAL PARTY/GROUP GAMES

Age varies

Teakettle
One player leaves the room and the other players decide on two words which are pronounced alike and have different meanings. When the words have been decided upon, the player who left the room returns. He may ask questions, and the players must use sentences in which the word decided upon should occur, but instead of saying the words they must replace the words with the word teakettle. The player who gives away the words or who furnishes the clue that enables the leader to gues must be the next to go out, and so on.

Scavenger Scurry
Divide the total group into foursomes. Give each group a list of items that they are to find. None of the items may be purchased, but must be requested from the homes in the immediate neighborhood. Set a time for the return of the students; any groups late will be omitted from the competition. The group finding all or the most items from the list wins. All groups should be given the same list of items to be found.

Jack and the Bean Stalk (or any other story)
Name the guests after the objects and characters in the story. The leader in the center reads the story. As the story is read, names of these objects and characters will be mentioned. As these are read, the player with that name must get up and turn around. When the word beanstalk is mentioned all must change chairs. If the leader secures one of these chairs, the person left without a chair must become the reader and the game continues.

Bean Trading
Give each guest ten beans. Throughout the party whenever any player gets another player to answer a question with "yes" or "no", that one must give him a bean. A prize can be given at the end of the party to the one securing the highest number of beans.

Grocery store
Divide the group into two equal parts. These two groups face one another. The leader stands in the center with a number of letters face down in front of him. He picks them up one at a time. When he says them, the first person in each line says the name of a food that can be purchased at the grocery store. The team answering first gets one point. The first members of each team go to the back of the line; the game continues using the next in line for each team trying to answer for the next letter the leader pulls.

Four of a kind
Write the name of the same song on four separate cards. Do a different song on four cards for as many groups of four as are attending. Give a card to

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each person. At the signal they are to find the other three people who have the same song as they. The first four to find each other win. They are then asked to sing or hum their song.

Spin the bottle
All the players sit in a circle and the leader asks them to number off all the way around and asks them to remember their number. The leader then spins the bottle on its side. As he does this, he calls out two numbers. The ones who have these numbers must catch the bottle before it stops moving. If he does not, he must pay a forfeit. There can be one standard forfeit or a bunch of forfeits chosen like a grab bag technique.

Poison Penny
A penny should be given to one player in the circle and passed around among the players as long as music is played. The player who has the penny when the music stops must drop out of the game. No player must hesitate to take the penny when offered to him, but must take it and pass it on quickly. If the group is large, more than one penny should be used.

Beanbag Scramble
There should be one less beanbag than players. The bags are placed on the floor as the people stand in a circle. While music is being played, everybody should march around in a circle until the music stops. At this time, everybody scrambles for the beanbags. The player that fails to get one is out. This goes on and on, each time with one less beanbag than the number of people still in the game. A prize should be given to the one who gets the last bag.

Farmer in the Dell
The players all stand in a circle with one of them inside the circle representing the farmer. As the words are sung, the action described in them takes place among the children. In the second verse, the farmer chooses a wife, and in the third verse the wife chooses someone for the child, and so on. The final lines are "The rat takes the cheese" and "The cheese stands alone" at which time all the children chase the cheese (if there is enough room to run about). The one who catches the cheese becomes the farmer for the next game. The words are as follows:

The farmer in the dell,
The farmer in the dell,
Heigh-o, the merry oh,
The farmer in the dell,
The farmer takes a wife,
Heigh-o, the merry oh,
The farmer takes a wife,

The wife takes a child.
The child takes a nurse.
The nurse takes a cat.
The cat takes a rat.
The rat takes a cheese.
The cheese stands along.

GENERAL PARTY/GROUP GAMES

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Post Office
Assign each member of the group the name of a city. Postman stands in the center and calls out the names of two cities. The postman tries to get one of the empty chairs as the two people representing the cities try to exchange places. The one without a seat becomes the next postman. A blind child could be paired with a sighted partner.

Rug Scooter
Divide the group into two or three equal parts. A smooth, slippery floor is also a requirement. Each group needs a small rug. The first person starts and must propel himself on the rug used like a scooter to the opposite side of the room and back. Each team member on each team does this. The team first finishing wins.

Pass the Beans
Divide the group into teams. Have half of each team face each other. The leader starts the relay by dropping five beans into a paper cup--one at a time. Provide that first player with a straw. The beans must be passed down the line from cup to cup by putting the end of the straw against them and holding them be suction only. The leader must get to the end of the line to catch the beans in his cup--one at a time. The line to get all of the beans back wins.

Plate stack
Players form teams and stand in lines. Give the last player on each team six plates. When the signal is given, the last player on each team passes the plates to the person ahead of him one at a time. Passing continues until the first player receives all the plates. He stacks them on the floor. The first team to have the six plates stacked gets five points; the second, four; etc. The first player from each row takes the plates and goes to the end of the team while everyone moves forward one place. Play continues until everyone has had a chance to stack the plates. The team scoring the most points wins.

Gunny-sack race

Miscellaneous Scramble
Hide several miscellaneous items, such as pieces of candy, pencils, novelties, etc. Give each child a paper bag and give a signal for the children to run and search for the items. They get to keep whatever they find. The blind children in the group can be accompanied by a sighted partner.

How will you travel?
The leader tells the group that he is going on a journey and would like to have all the guests join him. The guests must select a proper means of travel. For example, the leader could say, "I am going to take a trip to Toledo." "Would you like to go with me?" The first players says yes and guesses a means of transportation after the leader asks him how he wants to travel. If the means of travel begins with the same letter, he becomes the leader. If it does not, he sits down. The leader would go the next player. If by the time those who answered incorrectly have their next turn and answer correctly they can return to sit on their chairs. Any means of transportation can be chosen, no matter how silly. The only requirement is that it must begin with the same letter as the destination.

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GENERAL PARTY/GROUP GAMES

Pocket Scavenger Hunt
This can be played as an individual game or in teams. The leader calls out items that the contestants might have in their pockets. (Include some peculiar items to add some humor to the game.) Award prizes to the individuals or to the team with the most items called.

Grunt, Pig, Grunt
Players stand in small, tight circle. The "It" stands in the circle blindfolded, if necessary. It would not be necessary to blindfold the blind child taking part. Turn the player around several times. It then walks forward until it touches someone's shoulder. He commands the player to "Grunt, pig, grunt". The player must grunt. It tries to guess the player. He can asks the player only three times to grunt. If he is unable to identify the player in that amount of time, it must go on to another person. If it identifies the play r, he joins the circle and the player identified becomes "It."

Materials: The Cokesbury Party
Rev. Ed. Arthur M. Depew
New York: Abingdon Press, 1959

Social Games for Recreation
Borst and Mitchell
The Ronald Press Company,
New York, 1959

The Party Game Book
Margaret Mulac and Marian Holmes
Harper and Row, New York
Copyright, 1951

Fun and Games
Margaret E. Mulac
Harper and Brothers
New York, 1956

SEASONAL GAMES

Age varies

Are you what we suspected?
Prepare sheets like the one in the illustration or an adaptation of it. The people playing the game are asked to fill in the blanks with words that others will not think about. It should require about fifteen minutes. Score as follows: ten for each person having a word no one else has. If two have it, nine each; three, eight each; four, seven each; more than four, one each. Take off five for each space that is left blank.
This Is To Find Out If You Really Are What We Have Suspected -- An

A P R I L F O O L

The name of something we eat

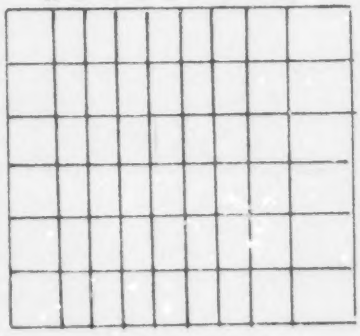
The name of a Bible character

The name of a girl

The name of a boy

An article of clothing

A city in your state



Christmas Treasure Hunt
Give each player a Christmas stocking and list of objects to find. Each player can pick just one of each object listed. The one finding the most wins the game.

Christmas Stagecoach
In advance, the players are given words which are found in the poem, "Twas The Night Before Christmas". One person reads this poem, while the others sit in chairs, in a circle. As the poem is read, the one who has the word must get up and turn around. At any time the person who is reading may yell "Santa Claus", and when he does so, all the players must change seats. If the leader secures a seat, the one left over becomes the new reader.

Hidden Christmas Bells
Bells cut out of green cardboard are hidden around the room. At a signal, the guests hunt for the bells. The one finding the largest number of bells wins a prize. The blind children should have a sighted partner to help them search for the bells.

Exchanging Bells
Each guest is given five or ten small bells cut out of red cardboard. They are given five or ten minutes to trade bells in attempt to get a larger number of them. This is done by asking questions. Any person who answer either "yes" or "no" to any question must give up a bell to the person asking the question. A prize may be given to the one with the most bells at the end. Another way to play this game is not to have any definite time for it, but to give out the bells and let it run throughout the evening. At the end of the evening, the person with the most bells wins.

SEASONAL GAMES

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Christmas Charades
Divide the players into four groups and have each group choose a leader. Each group is to take turns giveing a charade that will represent some phase of Christmas spirit. The others try to guess what it is. The blind children who play can also make the appropriate gestures. Also, if their group is not "acting out" a charade at the time, the blind children should each have a sighted friend describe to him what is going on among the ones who are giving the charade.

Fighting Easter Eggs
Give each guest three hard-boiled eggs which have been colored. These can be the same eggs that are used for decorations. They are to fight with the eggs and break the eggs of opponents by hitting them with their own egg. Any egg that they break they may take. The person getting the most eggs wins.

Easter Sunday
Give to each player a sheet of paper with the words "Easter Sunday" written on it. Give them five minutes to write as many words as they can from the letters in Easter Sunday. The player with the most words wins the game.

Egg Relay
Divide the group into two teams, more if the group is large. Have them stand in line facing a goal fifteen to twenty feet away. The first is given a teaspoon and a boiled egg. When the signal is given, the first is each line puts the egg on the teaspoon and holding the spoon by the end of the handle, tries to run to the goal and back. The next in line does the same thing. If the egg is dropped, it must be replaced on the spoon and the game continues. The group first to complete this task wins the game.

A Halloween Hike
The party planners make up two or more different routes from the starting place to the goal of the hike. The group is divided into two or three teams and given directions to the first place where each team's next directions can be found. Directions must have been hidden previously by the party planners. The groups finally arrive, by different routes, at the same place, where refreshments can be served, and a prize awarded to the first group to arrive. A visually handicapped child can easily take part in this game by joining another member of his team.

Bobbing for apples
Fill tubs with water in the yard or on a porch. Float the apples in the tub of water. The players must get the apple without the use of their hands. When a player gets the apple, he can eat it.

Jumbled Names of Halloween Objects
Give the messed up version to the players to have them unscramble them. A prize could be awarded to the one decoding the most in a given time period.
1. Tsoshg (Ghosts)
2. Elesoksnt (Skeletons)
3. Arocdesnoit (Decorations)
4. Snilogb (Goblins)
5. Slow (Owls)

SEASONAL GAMES

6. Skippumn (Pumpkins)
7. Kacj o'snretanl (Jack-o'-lantern)
8. Kalcb stac (Black cats)
9. Tabs (Bats)
10. Chetisw (Witches)
11. Ppsale (Apples)
12. Osmetcus (Costumes)
13. Kassm (Masks)
14. Shemerferstn (Refreshments)
15. Esagm (Games)
16. Shogt roitess (Ghost stories)

Jack-o'-lantern Relay
Divide the group into team giving the names like bats, ghosts, owls, and cats. Give the leader of each group a pumpkin in which there is a lighted candle. They are to move to a goal and back without extinguishing the candle and are to hand it to their next teammate. They are to hold the jack-o'-lantern so the draft will blow through. If the candle goes out, it must be relighted. The team finishing first could be awarded Halloween candy.

Halloween Ghost Story
The group should sit in a circle in a dark room, lighted only by a candle. The narrator sits in the middle of the circle and tells a ghost story. As the story progresses appropriate objects are passed around the circle to make the story more effective. An example of a story which might be used is attached.

Current Events
Each person is given paper and pencil or slate and stylus. They are asked to write the important things that had occurred during the year. The one writing the largest number will receive a prize.

Putting the Shamrock in Ireland
Use a raised line map of Europe to which all players have been shown Ireland. Blindfold the players and turn them around several times. Have each pin a shamrock on Ireland (as in Pin the Tail on the Donkey). The player getting the closest wins. The shamrock must be pinned where the player first touches the map.

Shamrock Hunt
Have cut-out shamrocks hidden about the room. Give a prize to the one who finds the largest number.

Blowing Bubbles
Provide several bowls and pipes for blowing bubbles. (Bubble solution: Fill a quart jar 2/3 full of boiling water, add three ounces castile soap finely shaven, a teaspoonful of sugar, and four tablespoonsful of glycerine. When this is shaken thoroughly, it should be strained through a cloth.) Give a prize to the one who blows the largest bubble; the one who can blow the most bubbles from one dip in the solution; and the one whose bubble can go the highest. Also, a goal can be set across the room and see who can "fan" a bubble across the goal line.

SEASONAL GAMES

Turkey Hunt
Hide small turkeys all over the room. Tell the children that they are going turkey hunting. Give them a given amount of time and award a prize to the one who finds the most turkeys.

Feeding the Turkey
This game is played with couples of one boy and one girl. A couple from each group is chosen. The boy and the girl sit facing each other. The girl has a paper bag with twelve peanuts in it. At a signal, she opens the bag, shells the peanuts and feeds them to her partner. The couples that finishes first wins for its side. They should receive a prize.

Thanksgiving Menu
The players are asked to suggest a Thanksgiving menu. They are to thing of foods beginning with each letter of the word Thanksgiving.

Day of Thanksgiving
Each person is given a piece on which is written, "Day of Thanksgiving." They are asked to write from the letters in these words, a list of things that they are thankful for. The ones with the largest lists will be asked to read them. If there are any questions about any words being a cause for thanksgiving, the reader has to explain why he is thankful for that particular thing. This may cause a lot of merriment.

Heart Hunt
A large number of hearts should be hidden around the room before the party starts. Put in two textured hearts which can be for special prizes. Give three prizes--one to the person finding the most, one to one finding one of the textured hearts, and one to the one finding the other textured heart. Candy hearts or candy in heart-shaped boxes would make appropriate prizes.

Heart Puzzle
Give each person an envelope containing a large cardboard heart that has been cut into four to ten pieces depending on the age of the children playing the game. When the signal is given, the participants put the pieces together to form a heart. The first person to finish wins the game.

Drawing Hearts
On a chart hung on a wall, have each guest draw a picture of a heart and write his name in it while blindfolded. The blind participant should be shown a concrete heart shape so that he knows for sure what is expected of him. He need not be blindfolded! The best effort wins the game.

Flour Heart Hunt
Fill bowls with flour and put small hearts in each. The participants are to dig out the hidden hearts from the bowls of flour without using their hands. They can only use their teeth and tongues.

Valentine Relay Race
Divide the group into two groups. Have them stand in line one behind the other. Make a circle with string on the floor about ten feet in front of the leader. Dress three pop or milk bottles up like Valentine people. Place them in the circle. When the leader gives the signal the first person in line takes the bottles and sets them outside the circle. The next person puts them back in the circle and so on. The bottles must be left in a standing position at all times. The first group to finish wins.

SEASONAL GAMES

Valentine Word Game
Tell the participants to make the most of the word valentine. They are to see how many words they can make out of the letters in the word Valentine. Give a prize to the one who has the largest number.

Cupid is Coming
Guests sit in a circle around the room. The leader says, "Cupid is coming." The first one indicated by the leader repeats this and adds an adverb beginning with the letter "a". The person on his right repeats what the first has said and adds another adverb beginning with "b". This procedure is followed by each person--repeating what has been said and adding an adverb beginning with the next letter in the alphabet. If a player repeating what has been said and adding an adverb beginning with the next letter in the alphabet. If a player makes a mistake on any word or leaves one out, he must drop out of the game.

Hang a large red cardboard heart with a hole in it in a doorway. Through the hole hang red cords--half as many as guests. Separate the group--girls and boys, or half and half. Have each number of each group take hold of an end of string. When the leader signals, have the participants pull their strings. The two holding the same string will become partners.

Shaking the Cherry Tree
Players stand in a circle, and one in the center is blindfolded. Players step out of the circle and shake the one in the center, who is the cherry tree. If the cherry tree guesses who did the shaking, that one must take the place in the center.

Things Associated with Washington
Give each player a list of the following words to unscramble.

1. Thathec (Hatchet)
2. Mary (Army)
3. Rechyr erte (Cherry tree)
4. Leavly Rogef (Valley Forge)
5. Ratmha (Martha)
6. Uontm Nervno (Mount Vernon)
7. Words (Sword)
8. Veryuosrs hacin (Surveyor's chain)
9. Raweflle Drdases (Farewell Address)
10. Oldsier (Soldier)
11. Mountnem (Monument)
12. Sidrentep (President)
13. Antlerp (Planter)
14. Pamcoss (Compass)
15. Lawdeare (Delaware)
16. Galf (Flag)
17. Steby Sros (Betsy Ross)
18. Brefrayu (February)
19. Potrati (Patriot)

Hatchet Hunt
Have hatchets cut from colored cardboard hidden about the room. At a starting signal, the players search for them. The player finding the most hatchets wins the game.

SEASONAL GAMES

Materials: The Party Game Book
Margaret Mulac and Marian Holmes
Harper & Row
Copyright, 1951

Lokesbury Party Book
Rev. Ed. Arthur M. DePew
New York: Abingdon Press, 1959

Party Book
Arthur M. Depew
Abingdon Press, New York
Copyright, 1959

GHOST STORY

"A week age I went out to the country to visit a friend whom I had not seen for a long time. I stayed fairly late and when I left I had to drive home along the little-traveled country road. By then the rain had begun to fall and this did not make me feel any better. So I was not in too happy of a mood when I started my long and lonely ride back into town. My thoughts became more depressing with every mile. What if I should have a flat tire? What if a fuse should burn out and my lights suddenly would go out? What if the road became flooded? I drove slowly, straining to see the road ahead through the blurred windshield which the wipers going to full-speed could not keep clear, when suddenly I saw a strange light ahead of me. It was as if someone had turned a powerful searchlight up into the rainy skies. I slowed down until the car was barely moving and looked through the darkness trying to figure out what caused this strange light. Suddenly I passed a road sign which warned the driver of a dangerous curve and steep embankment. I knew then what had happened. A driver going too fast had not seen the warning and had gone off the road. The lights I saw pointing toward the sky were the headlights still burning. I was very frightened and debated with myself whether to stop and see of what help I could be or drive as quickly as I could to the nearest farmhouse for help. I stopped. I took my first-aid kit and my flashlight with me and started down the wet slippery hill. I saw the care more closely and noticed that its headlights, still burning, were shining up into the sky. The rain continued falling heavily. I slid down the hill which was half mud and half full of wet leaves. Suddenly I saw a sight that froze my blood. There near my feet was a bloody bone, evidently the arm bone of one of the victims of the accident. (At this time a soup bone is passed around the circle.) Near it was a battered head that had been decapitated. (A head of cabbage is passed around the circle.) Teeth (pass kernels of corn around) were strewn all over the ground. My knees began to shake. I could barely stand up. At that moment I tripped and fell to the ground. When I finally got up, I was clutching a mass of human hair. (Corn silk or a wig is passed.) I wanted to run and leave this horrible place, and go for help. But I knew I had to force myself to look into the car to be sure that there wasn't anything I could do at the moment. I shakily moved toward the car, my flashlight growing dimmer every minute. I saw a chain-like object draped over the car door. It looked like someone's spinal column. It <u>was</u> a spinal column! (A string of wooden spools from thread is passed around the circle.) With great effort I looked through the car window. At that instant the headlights went out, leaving me in the darkness with only my dim flashlight. A horrible sight met my eyes. There in grotesque positions with disheveled clothes revealing in spots their bony frames, lay four Halloween ghosts."

RELIGIOUS GAMES

Age 5 and up

Bible Questions and Answers
Give Bible questions to half the group and Bible answers to the other half of the group. Let them move about the room to find the proper match. This can be used as a game in itself or a way of finding partners for other games.

Jumbled Books of the Bible
The object of the game is to unjumble the letters of the following books of the Bible.
Karm (Mark)
Cats (Acts)
Hanoj (Jonah)
Hajsou (Joshua)
Nessige (Genesis)
Napschies (Ephesians)
Loje (Joel)
Lemonphi (Philemon)
Kule (Luke)
Soam (Amos)
Sutti (Titus)
Nedlai (Daniel)
Numah (Nahum)
Smalps (Psalms)
Whettam (Matthew)
Hacim (Micah)
Hartes (Esther)
Morans (Romans)
Levantoire (Revelation)
Rubmens (Numbers)
Reza (Ezra)

Bible Character Race
Print the following names of Bible characters on squares of cardboard for each team...Adam, Boaz, Caleb, Daniel, Esther, Festus, Goliath, Herod, Isaac, Jonah, Kish, Luke. Hand the cards (12 to each team) to the first person in line. They are to be passed down each line one at a time to the person at the back of the line who has to place them in alphabetical order and pass them back up the line one at a time to the leader. The group to finish first wins.

Bible Alphabet
Give each guest the following prepared list of questions. The answers follow the statement:
A was a traitor found hung by the hair. Absalom (2 Sam. 18:9).
B was a tower built in the air. Babel (Gen. 11:49).
C was a mountain rising into the skies. Carmel (1 Kings 18:42, 43).
D was a woman heroic and wise. Deborah (Gen. 35:8).

RELIGIOUS GAMES

E was a firstborn, bad from his youth. Esau (Heb. 12:16).
F was a Roman who trembled at truth. Felix (Acts 24:25).
G was an angel sent with good word. Gabriel (Dan. 9:21)
H was a mother who lent to the Lord. Hannah (1 Sam. 1:27, 28).
I was a name received at a ford. Israel (Gen. 32:22, 28).
J was a preacher who fled from the Lord. Jonah (Jonah I).
K's son was taller than him by a head. Kish, father of Saul.
L was a pauper begging for bread. Lazarus (Luke 16:20,21).
M was a leader who wrote down the law. Moses.
N made a large boat ages ago. Noah (Gen. 6:13).
O was a slave acknowledged a brother. Onesimus (Philem. 1:16).
P was one Christian greeting another. Paul (2 Tim. 1:1,2).
Q was a Christian saluted by Paul. Quartus (Rom. 16:23).
R heard Peter's voice and ran and told all. Rhoda (Acts 12:13).
S was a judge exceeding strong. Samson (Judg. 14:5,6).
T was a seaport where preaching was long. Troas (Acts 20:6,7).
U was a man whose widow became David's bride. Uriah (2 Sam. 11:27).
V was a queen whom the king set aside. Vashti (Esther 1:9-16).
Z was a place where a man wished to hide. Zoar (Gen. 19:22).

Bible Dramatics
Divide the group into groups of from four to eight. Tell each group that they are to act out a bible story. Let them go to separate areas of a room or to different rooms for preparing their dramatization. The leader should check to see that there are no duplications.

Bible Baseball
Nine or more players are chosen for each side. A pitcher and an umpire should be selected. They ask the questions and make decisions as to correct answers. Bases are marked on the floor, and a player takes his place at home plate, the pitcher asks a question, which, if the batter answers, he (the batter) goes to first base. If he misses the question, it is one out for his side. Players on bases can only be advanced by others on their side answering questions. Scores are made when bases are full and another question is answered, forcing the man on third base home.

Materials: Cokesbury Party Book
Rev. Ed. Arthur M. Depew
New York: Abingdon Press, 1959

GAMES INVOLVING THE SENSES

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Age 5 and up

Sense of hearing
Blindfold different players and test their sense of hearing by dropping objects which have been previously shown to the players. Have them guess as each is dropped. The player guessing the most objects wins the game.

Test of hearing
Have the leader stand behind a curtain and drop objects on a table or the floor. Have him call out the number of each article and have the players write down what they thought the object was. The one identifying the most wins the game.

Tasty
Prepare liquids and little pieces of food for each player. Blindfold players where necessary. The foods are to be identified by taste only. The one getting the most correct wins the game.

How do you feel?
Prepare for this game some twenty-five articles and put them in cloth bags. The objects must be identified by touch. Each should be numbered in braille. The players should write or braille what they think the object is next to that given number on a sheet of paper. The player guessing the most correct wins.

Sense of smell
Blindfold the players if necessary and try out a number of articles with each player. Have them identify the article only by the sense of smell. The player identifying the most articles correctly wins the game.

Sniff, Sniff
Secure eighteen half-ounce bottles and eighteen liquids with a familiar odor. In each bottle place a few drops of one of the liquids. Wrap the bottles with tissue paper so that the players will not see the contents, but allow an opening so the cork can be removed. Give a piece of paper and a pencil to each player, and number each bottle. Make a list of the contents each bottle contains.
The players sit in a circle. Uncork the bottles and pass them around the circle, one at a time. The players sniff each one as they go by. When they think they recognize the smell, they write the number which is on the bottle and the name next to it on his card. At the end, the player with the longest list reads it aloud. If the list is correct, he wins the game and gets the title on the "Best Sniffer".

Spicy Sniff
Place samples of different spices in individual paper cups. Have the players sit in a circle, and pass the cups of spices around, one by one. As each player receives a cup, he sniffs the spice and if he thinks he knows what it is he writes it down on a piece of paper. (The spices are each numbered, and a list of the contents of each cup is available in order to check each

person's list at the end.) The player with the most correct guesses wins the game. Some spices which might be used are:
Cloves
Cinnamon
Pepper
Ginger
Nutmeg
Bay Leaves
Celery Salt
Chili Powder
Mint Leaves
Pumpkin pie pice blend
Sage
Thyme
Caraway seed

Identify fruits and vegetables
This game can be played with either fruits or vegetables. Players sit in a circle. Have two players assist in blindfolding the others, if necessary, the blindfold the two assistants. Place various vegetables (or fruits) in a basket and cover them. Pass them around, one at a time, and have the players try to identify them. When everyone has had a chance to feel the vegetables (or fruits) put them all back in the basket, cover them, and let the players remove their blindfolds. Give each player a pencil and piece of paper and have them write down all the names of vegetables (or fruits) they thought they touched. After a certain time call a halt, and have the player with the longest list read it aloud. If he is correct, he wins, and gets the title of "Best Truck Farmer".

Materials: Cokesbury Party Book
Rev. Ed. Arthur M. Depew
New York, Abingdon Press, 1959

Social Games for Recreation
Evelyne Bost & Elmer D. Mitchell
Ronald Press Co., New York
Copyright, 1959

COORDINATION GAMES

Age 5 and up

Action. This game is for two or more players. Players form a circle. The first player makes some sort of movement like clapping, jumping, and singing. The second repeats this movement and adds one of his own. In turn, each player repeats the earlier movements and contributes a new one. If a player makes a mistake in repeating them, he is out of the game. The winner is the last player left.

All players in this game must have on shoes that tie. Line up the players and untie their shoelaces. With adhesive tape their thumbs to their forefingers. At a signal, each player tries to retie his laces without the use of his thumbs. The first one finished wins a prize.

Thumbless Orange Peel. With adhesive tape, tape the players' thumbs to their forefingers. Line up the players and give them each an orange with a thin skin. At a signal, each contestant tries to peel the orange. He may not use his teeth at any time. The first player done wins. (The contestants may want to wear aprons for this game!)

Big Stick Two children of about the same size sit on the floor facing one another with their legs extended and the soles of their feet pressed against those of their opponent. They each grasp one end of a broomstick, holding it a short distance above their toes. At a signal, each pulls as hard as he can, trying to bring the other to his feet or cause him to roll over on his side or drop the stick.

The group of children divide into teams. One team begins by clapping out a familiar tune and the other teams guess what the tune is. The team to guess correctly then takes a turn in clapping out another tune for the other teams to guess. This can be done several times. The team with the most correct guesses at the end wins.

Materials: The Rainy Day Book
Alvin Schwartz
Pocket Books
Copyright, 1968

The Party Game Book
Margaret Mulac and Marian Holmes
Harper and Row, New York
Copyright, 1951

MISCELLANEOUS/TABLE GAMES

Age 5 and up

Two players start with twenty beans each. The first player hides some in one hand and the other tries to guess whether the number of beans concealed is odd or even. If his guess is right, he wins the beans. If it is wrong, he gives his opponent that number of beans. At this time the players reverse their roles. After a predetermined number of rounds, the winner is the one with the most beans.

"Quiet" Baseball. This game is played with four buttons and a cardboard playing field. One button represents the baseball and the others are the base runners. The field should be at least eight inches square and is divided into sixteen smaller squares. It is labeled as the attached illustration. For the blind children who participate, the field can be labeled in braille. The field is placed on the floor or a table. A coin is flipped to determine which team bats first. The player who represents the first team at bat begins by tossing the ball from four feet away onto the field. If the button lands in a square that indicates a hit, the player moves his batter to the appropriate base. If a second hit follows, the base runner and the man at bat both advance the correct number of bases. If the batter grounds out, the base runner advances one base. If he flies, pops, or fouls out, the base runner does not advance. If the button lands on a line separating two squares or misses the field completely, the result is a foul strike. If a player fouls three times in one turn at bat, he is out. When three outs are recorded, the other team is up at bat.

Indoor Bowling. Use a large rubber ball for a bowling ball and empty milk cartons for the tenpins. Any hallway can serve as the bowling alley. For the benefit of the blind children who participate, some type of marker should be placed on either side of the "alley" so they will know where to stand.

States and Capitals. In a certain amount of time, list all the states in the United States and their capital cities.

Bean method. Each person should have two paper cups for keeping score. One should contain the number of beans that it takes to win the game. The other should be empty. As each scores points he should move the correct amount of beans from one cup to the other.

Funny Pictures. A picture frame about 16 x 20 is needed for this game. The person who is "It" stands behind the frame. The players then ask questions and make faces trying to make the "It" laugh or smile. A timekeeper keeps time for each person, and the one who keeps from laughing or smiling the longest wins the game.

Jumbled Baseball Terms
1. Ith (Hit)
2. Trikes (Strike)
3. Toshrpost (Shortstop)
4. Derilfe (Fielder)

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5. Thacerc (Catcher)
6. Purime (Umpire)
7. Satex Aguerel (Texas Leaguer)
8. Nile diver (Line drive)
9. Cherpit (Pitcher)
10. Ricesacif yfl (Sacrifice fly)
11. Tubn (Bunt)
12. Revuc (Curve)
13. Od blue yapl (Double play)
14. Ginni (Inning)
15. Orrre (Error)
16. Redflie's loveg (Fielder's glove)
17. Tab (Bat)
18. Athercec's tim (Catcher's mit)

Automobile. Name as many different makes of cars in a given amount of time. The one naming the most on his sheet of paper wins the game.

Hidden Objects. Have objects hidden about the room and give each player a slip of paper or whisper to each player the one object he is to find. No one must give information to any other player. If he does, he must drop out of the game. Candy could be awarded to those finding their given object.

Battleship. Put tape on the top of the red pegs of scratch an "x" on the top of them so they can be distinguished from the white ones.

Materials: The Rainy Day Book
Alvin Schwartz
Trident Press & Pocket Books
Copyright, 1968

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Bindt
Macmillan Co., New York, 1952
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The Cokesbury Game Book
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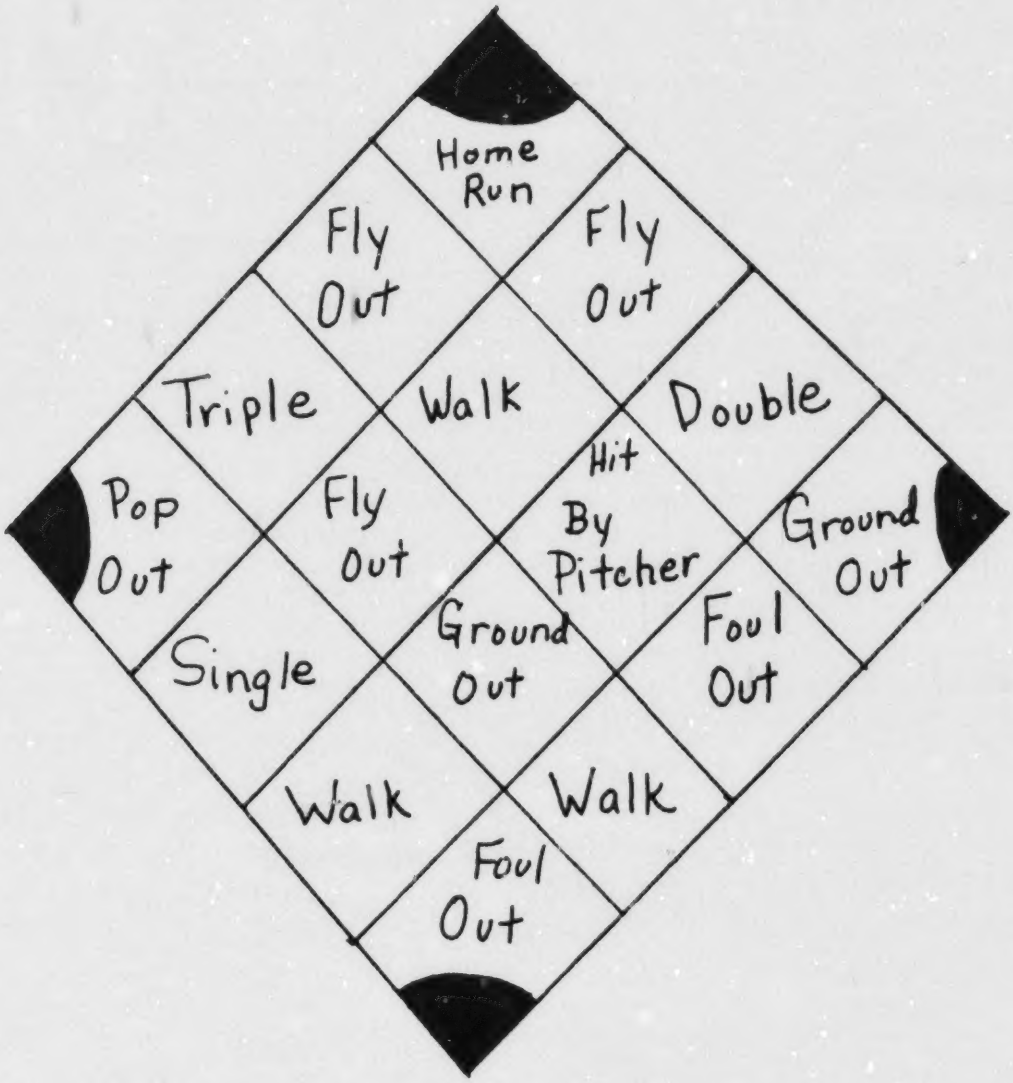
Baseball Field



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EVALUATION

1208

DAILY LIVING SKILLS - INDIVIDUAL STUDENT PROFILE

Student's Name_____ Date_____

Needs Help in Following Areas:

Yes No

I. Personal Cleanliness

___ ___ A. Toilet Training
___ ___ 1. Bowels Only
___ ___ 2. Urinating (boys)
___ ___ 3. Other Difficulties (be specific)
_____
_____
_____

___ ___ B. Bathing
___ ___ 1. Washing Face and Hands
___ ___ 2. Tub Bathing
___ ___ 3. Shower Bathing
___ ___ 4. Drying
___ ___ 5. Other Difficulties (be specific)
_____
_____
_____

___ ___ C. Cares for Eyes

___ ___ D. Cares for Nose

___ ___ E. Cares for Ears

___ ___ F. Difficulties Apparent for C, D, & E
(be specific)_____
_____
_____

___ ___ G. Shaving
1. Boys
___ ___ a. Face
___ ___ b. Use of Razor
2. Girls
___ ___ a. Under Arms
___ ___ b. Legs
___ ___ 3. Other Difficulties in Shaving (be specific)
_____
_____
_____

Yes	No	
		H. Tooth Care
___	___	1. Can Apply Toothpaste on Brush
___	___	2. Can Brush Adequately, With Supervision
___	___	3. Can Apply Toothpaste and Brush Thoroughly
___	___	4. Other Difficulties_____
		_____
		_____
___	___	I. Feminine Hygiene
___	___	1. Can Care for Self During Menstruation
___	___	2. Relate Areas of Difficulty (be very specific)_____
		_____
		_____
___	___	J. Hair Care and Styling
___	___	1. Washing Hair
___	___	2. Brushing Hair
___	___	3. Parting
___	___	4. Setting and Rolling
___	___	5. Combing and Arranging
___	___	6. Length of Hair
___	___	7. Teasing
___	___	8. Using Hair Tonics, Sprays, etc.
___	___	9. Other Difficulties Related to Hair Care
		_____
		_____
		_____
___	___	K. Nail Care
___	___	1. Keeps Nails Cut
___	___	2. Keeps Nails Clean
___	___	3. Other Difficulties_____
		_____
		_____
___	___	L. Using Accessories and Colognes
___	___	1. State Specific Difficulties___
		_____
		_____
___	___	M. Makeup
___	___	1. Application
___	___	2. Lipstick (girls)
___	___	3. State Specific Difficulties___
		_____
		_____

Yes	No	
		II. Orientation and Mobility
___	___	A. Travels in Cottage
___	___	B. Campus Travel
___	___	1. Travels with Help
___	___	2. Travels Alone
___	___	C. General Posture
___	___	1. Erect
___	___	2. Slumped
___	___	D. Other Apparent Difficulties Related to Travel_____
		_____
		_____
		III. Dressing and Undressing
___	___	A. Can Dress Self With Help
___	___	B. Can Undress With Help
___	___	C. Difficulties in Dressing and Undressing
		_____
		_____
		_____
		IV. Care For Personal Belongings and Maintaining Room
___	___	A. Keeps Clothes Neat and Clean
___	___	B. Can Use Hanger
___	___	C. Cares For Shoes
___	___	D. Makes Bed Daily
___	___	E. Keeps Belongings in Proper Place
___	___	F. Cleans and Tidies Room
___	___	G. Can Pack Clothes and Belongings for Travel

Yes	No	
		VI. Handling and Eating Foods
___	___	A. Has Good Posture at Tab
___	___	B. Can Use Good Manners
___	___	C. Proper Use of Utensils
___	___	1. Knife
___	___	2. Fork
___	___	3. Spoon
___	___	D. Passes and Serves Food
___	___	E. Can Use Condiments
___	___	F. Pours Liquids
___	___	G. Other Specific Problems in Eating
		_____
		_____
		_____
		VI. Socializing
___	___	A. Makes Introductions
___	___	B. Can Carry on Conversations
___	___	C. Has General Social Courtesies
___	___	D. Ability to Use Telephone
___	___	E. Skills and Manners
___	___	F. Blindisms, Facial Expressions and Gestures
___	___	1. Apparent Blindisms
___	___	2. Ability to Use Facial Expressions
___	___	3. Ability to Use Appropriate Gestures

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M A N U A L

THE OVERBROOK SOCIAL COMPETENCY SCALE

Mary K. Bauman

Social competence is an important element in group living and in individual success. The person with good grooming, good table habits, good manners, ability to express himself, etc., is more likely to be welcome in most groups. He is also more likely to be admitted to a good college, to be chosen for a good job, and to become a leader.

In the development of their own social competence, visually handicapped people have some special problems. They are limited in their opportunity to learn simply by observation. Their families and others may not set the same standards for them, and often fail to inform them when they demonstrate poor social competency. Blindness may limit their social contacts so that they do not have the seeing person's opportunity to meet a variety of people and take part in a variety of activities. When seeking employment, on the other hand, the visually handicapped person must often be better than the person with normal vision, must demonstrate some superiority to reassure his employer that he will not be a liability at work.

The training of blind individuals to have better social competence has often been hindered in the past by the lack of standards. No one has been able to say exactly what constitutes good social competence, or relate it to age levels. There is a great need for an efficient and impersonal way to measure and report the social competency level of persons with visual handicaps. The present scale is designed to meet that need.

Support for the development of this scale and of a parallel program for teaching social skills is provided by a grant from the Dolfinger-McMahon Foundation to the Overbrook School for the Blind.

Background

Concern for the development of social skills is not new. Several scales or formal procedures for the observation and rating of young children have been published but the work which the present scale most nearly parallels is the Vineland Social Maturity Scale, developed by Doll and his fellow workers during the period just prior to and following World War II and culminating in the publication, in 1953, of a detailed manual, Measurement of Social Competence. Although not designed especially for handicapped children, two of the people who had worked with

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Doll, B. Elizabeth McKay and Katherine Bradway, had found the scale useful in evaluating blind children in terms of what one might expect of them in comparison with seeing children. These workers also began to move in the direction of developing a social competence scale specifically for blind children so that a particular blind child might be compared with other blind children.

This work was very much advanced by the development of the Maxfield-Fjeld Scale in 1942. Through many years, Dr. Maxfield continued her studies of blind pre-school children and in 1957 brought out the much more satisfactory Maxfield-Buchholz Scale which is used very effectively with children up to age 6-0. We are indebted to Dr. Maxfield for the definition around which we build the present work: "The concept of social maturation implies growing competence of the child in the performance of increasingly complex activities having to do with personal independence and social adjustment."

Using less formalized scales, many others have, of course, evaluated the competency of blind children. Outstanding examples are Norris, Spaulding and Brodie (Blindness in Children, 1957) and Cowen, Underberg and Verillo (Adjustment to Visual Disability in Adolescence, 1961).

A very recent Social Competency Scale for Preschool Children was reported by Levine and Elzey in 1968 and this was adapted for use with visually handicapped children by Abel and Hatlen. This scale has the very real advantage of providing four levels of performance descriptions for each item rated, so that the rater may make a specific choice of the level appropriate to the child being rated.

Although not precisely following the format of any of the above scales, the Overbrook Social Competency Scale attempts to carry the advantages of the rating procedure from age six to adult levels. However, at the present time, the norms include only students. More time is needed to develop adult norms.

Development of the Overbrook Social Competency Scale

Initially, 174 scale items were developed through a study of the literature, through analysis of the records of a meeting to discuss social competency, held in 1968, and from the experience of the author and her co-worker, Dr. Mae Davidow (who has developed a curriculum for training in social competency).

A total of 593 children were rated on the 174 items but 52 records were excluded from the standard setting process because the children were multiply handicapped. About half the normative group were in residential schools, half in day-school classes. With breakdowns in

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terms of age, grade, sex, and amount of vision, each item was tested for its power to discriminate and reflect the increasing independence and social development of visually handicapped children. As a result of this item analysis, the scale was reduced to the present 92 items. Some of the higher items are rarely used to describe the students in our present norms but they have been retained both to permit the evaluation of very superior students and to enable us to develop norms for adults in the immediate future.

Scores on the 92-item scale have been correlated following the Pearson formula, with age and grade with the results shown in Table I.

Table I. Correlations of Social Competency Scores with Age and Grade

	Age	Grade
Females - No Vision (N=93)	.63	.47
Males - No Vision (N=121)	.72	.78
Females - Some Useful Vision (N=138)	.80	.78
Males - Some Useful Vision (N=189)	.76	.73

The present norms are based on a smoothed curve reflecting the average score at each age level, divided by sex and vision group. We recognize that these correlations are very high but believe that the chief value of the Scale lies in use with individual students, and parents of students, who significantly vary from the group. The Scale is an instrument on which counseling can be based and programs of training planned.

Administration

This is a rating scale, the rating to be done by a person, or persons, very familiar with the individual to be rated; it is not a test to be done by the individual himself. A teacher or clinician familiar with the child may simply read the scale and note the score for each item in the correspondingly numbered space on the answer sheet. However, if a parent or other lay person is the informant, it is usually advisable for the teacher or clinician to discuss each item with the parent and then record the rating.

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In assigning a score for each item, evaluate what the individual habitually does, not some rare behavior or what you think he could do under more favorable conditions or if he were not visually handicapped.

Score + when the individual clearly demonstrates the behavior listed

\- when the individual clearly fails to demonstrate the behavior

± when the behavior is emerging, sometimes present but not clearly established and habitual

0 when the item could not apply to the person being rated. For example, it is impossible to rate an unmarried person on his behavior as a spouse. Only the + and ± ratings contribute to the numerical score but the 0 rating is often informative for clinical purposes.

Items are listed in the scale roughly in the order of difficulty based on the original normative group. Rating for an older child may begin at a guessed level but should go down until there are 20 successive plus scores or to the beginning of the scale, if necessary. Rating for a young child may be terminated when there are 20 successive minus items.

In totaling the numerical score, each + score has a value of 1, each ± has a value of ½. This total score should then be compared with the appropriate normative group in terms of sex and amount of vision and this will give the age at which this numerical score is average. For example, a boy with some useful vision whose score is 53 would be at the average for a 14-year-old.

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NORMS - SOCIAL COMPETENCY SCALE

April, 1970

Age	No Vision		Some Vision	
	M.	F.	M.	F.
21	74+	64+	79+	79+
20	70-73	61-63	75-78	74-78
19	65-69	57-60	71-74	71-73
18	59-64	53-56	67-70	69-70
17	54-58	50-52	63-66	66-68
16	49-53	46-49	59-62	64-65
15	45-48	43-45	55-58	57-63
14	42-44	38-42	51-54	54-56
13	38-41	34-37	48-50	52-53
12	35-37	31-33	43-47	50-51
11	32-34	29-30	38-42	48-49
10	28-31	26-28	34-37	46-47
9	24-27	23-25	30-33	41-45
8	20-23	18-22	26-29	35-40
7	17-19	14-17	21-25	29-34
6	13-16	9-13	16-21	20-28
-6	12 or less	8 or less	15 or less	19 or less

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The Overbrook Social Competency Scale

1. Uses a spoon correctly and neatly (is able to get food on the spoon without using his fingers, and conveys it to mouth without spilling)

2. Uses a fork correctly (can use fork for simple cutting as well as for picking up food)

3. Efficient and mannerly use of handkerchief or tissue (child unobtrusively uses handkerchief or tissue whenever necessary, neither allowing nose to drip without attention, nor making loud noises either to avoid needed nose-blowing or in the act of blowing nose)

4. Refrains from eye poking and other movements related to the eye region (habitual eye poking, frequent rubbing of the eyes or a distracting amount of attention to them constitutes a failure of this item.)

5. Mobility: Follows guide well, with a light touch, little clinging, and responsiveness to changes in direction (this item is failed if the child shows unwillingness or inability to respond quickly to mobility cues from his guide, tends to lead rather than follow, or tends to drag on the guide)

6. Uses knife for spreading (may not handle hard butter well but can spread soft foods, such as peanut butter or jelly or soft butter)

7. Employs common courtesies, such as "please" and "thank you", as a matter of habit, holds doors, asks permission, etc. (the key to a plus score here is the phrase: "as a matter of habit." Can excuse self properly, as when leaving a group, leaving the table, or sneezing. If the child knows, but rarely uses, these courtesies, the score is minus)

8. Modulates voice as to loudness and/or pitch (does not talk so loudly that everyone around hears him, nor so softly that those with him must constantly ask him to repeat.)

9. Can tie a knot (no particular kind of knot is specified but can so tie that it does not readily pull apart - a practical, usable knot which holds things together.)

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10. Controls temper (has outbursts of temper vs. good handling of frustrating or annoying situations. This does not mean that the child should never show feeling, but temper tantrums or habitual displays of bad temper result in a minus score)

11. Can purchase familiar items at a familiar place of sale (can shop for a familiar item, i.e., find it in a nearby or familiar store, pay for it and handle the change which might be involved.)

12. Maintains responsive and appropriate facial expression directed toward the person with whom he is speaking (in general, although not constantly, the child should look toward the person with whom he is conversing and wear an expression appropriate to the content of the conversation, neither a flat lack of expression nor a constant, meaningless smile. Changes expression to show he has heard and understood what was said. Does not indulge in inappropriate vocalization such as gutteral sounds and tongue clicking)

13. Bathes independently and regularly and is free from body odor (child is able to draw own bath water or regulate own shower and, as nearly as can be observed or determined by absence of body odor, does a thorough job with acceptable frequency. Leaves bath facilities in good order for use of next person)

14. Uses bread or roll rather than finger for pushing food (can manage gracefully and neatly to get his food onto the fork or spoon, never getting his fingers into it)

15. When meeting people, can follow through on the amenities (knows the accepted things to say, shows some interest in person to whom introduced, makes an effort to remember name, and offers to shake hands if appropriate. This item should be scored in terms of what is accepted as good manners in the social strata and geographical area in which child lives)

16. Walks confidently but with care in unfamiliar places (has some idea how to check his position and find his way in a less familiar, but not totally strange, place. May slow down but is not immobilized, or completely helpless)

17. Shows few unnecessary body movements, such as head rolling, feet shuffling, or rocking (here a plus score is given for the absence of mannerisms which are habitual and distracting. Occasional nervous movements when the child feels under pressure should not result in a minus score.)

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18. Cooperates in informal group activities (the ability to go along with group activities, taking his turn, etc., is the key factor here. Just being with the group but being unwilling to participate results in a minus. Does not make excessive use of attention-seeking devices such as loud talking or laughter, repetitive comments)

19. Uses knife for cutting (may not cut difficult meats, but should manage those which do not require cutting out of bones, etc. Not only cuts the food but so manages that what is on his plate does not fly in all directions)

20. Proper and appropriate use of all table silver (uses knife for routine cutting, fork for breaking and forking, spoon for appropriate foods and for stirring and does not leave spoon in cup. Minor or occasional infractions are permissible but in general use of silver should conform to good manners and arouse no particular attention from those around him)

21. Can use scissors (must demonstrate some knowledge of use of scissors and how to grip them. May not be able to cut exactly on a line.)

22. Is punctual (generally on time for classes, appointments, meals, etc. Shows a sense of time and is able to plan his movements to fit a schedule.)

23. Can identify coins (can recognize any coin he is given.)

24. Generally wears clean clothing (shows concern about whether clothing is clean and has worked out some way to know whether it is soiled or can be worn again. Child is not responsible for keeping the clothing clean, but is responsible for not putting on soiled under garments or those with body odor, and is careful not to start the day with outer clothing which is already soiled.)

25. Keeps own face, hands, ears, and neck clean (not only is able to wash those visible parts of the body acceptably, but shows initiative in doing so at appropriate times, as after rough play, before meals, etc. Child does not need constant reminders to keep self clean)

26. Can read either braille or large print (can get ideas, messages, or stories correctly from written communications.)

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27. Can take messages for others reliably and deliver them promptly and accurately (may take messages by telephone or otherwise. The important point is that he handles them responsibly and accurately.)

28. Can tie a shoelace or a bow (ties these so they look neat and hold well.)

29. Can tell time (using a braille watch if necessary, can tell time to nearest five minute interval.)

30. Is able to assume some responsibility, as assigned (can perform tasks assigned, either by peer group or adults, shows concern for completing them, doing them well, reporting on them appropriately. Activity as a member of a committee, for example, would be given credit here)

31. Hangs up or otherwise stores clothing neatly (recognizes that it is better for both his clothing and the neatness of his living area if he regularly hangs up or neatly stores his clothing. Does not need constant reminders to do this.)

32. Can make a bed neatly (gets covers straight, smooth, corners well tucked in, etc.)

33. Helps self gracefully (is able to help self to a roll, cookie, etc., without feeling every piece on the plate or knocking some off)

34. Helps to pass food (does not ignore food which is being passed so that others must pass it around him. Can accept dish or platter, hold it level and pass it on to the next person without spilling)

35. Independently maintains good mouth hygiene (brushes teeth with appropriate frequency so that they look clean and there is no sign of halitosis. In this shows complete independence from application of toothpaste or powder to the brush, care of the brush, care of dentures if any, use of mouth wash if necessary. Does not need reminders to do this)

36. Properly manages purse or wallet, gloves and similar possessions, also books and school materials (does not repeatedly lose his possessions, forget to take them when they will be needed, or leave them behind. Knows what books or other school equipment will be needed and regularly comes with them.)

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37. Can be a good guest (is able to conduct himself so as to be a welcome guest, being reasonably punctual, considerate of host, hostess and other guests, can gracefully leave at an appropriate time, does not expect a lot of things to be done for him and his comfort only. Does not expect the activities of the group to be centered around his blindness.)

38. Can perform simple household chores effectively (has at least a few household chores he can do effectively and independently, such as dusting, emptying waste baskets, etc., and usually does these thoroughly enough so no one has to re-do them.)

39. Telephone: Knows how to get the operator and how to get needed help from the operator (especially in the case of an emergency, can use telephone to get assistance, stating his problem clearly so that operator can help.)

40. Faced with a travel problem, knows how to ask for needed help politely and effectively (a plus score on this item requires both that the child is willing to ask for help when he really needs it, is not stubbornly independent, and that he can express his need simply but accurately - a minimum of explanation but good communication)

41. Can order independently in a restaurant (may have menu read but if the menu is long, does not insist upon hearing everything. Listens carefully, quietly makes own decision and indicates that he now knows what he wants to order. Can remember order until waitress gets to him and give his choice clearly)

42. Appears to know what to talk about, how to keep a conversation going, with a member of the opposite sex (does not appear to be awkward and silent with opposite sex)

43. Socially, shows evidence of making transition from same-sex to other-sex orientation (the boy is beginning to show an interest in girls, the girl in boys)

44. Keeps hair clean and combed (either by washing own hair, or by asking or paying to have someone else wash it, takes responsibility for regular washing of hair. Combs hair without assistance. Credit for this item relates merely to cleanliness and neatness, not to whether hair is artfully arranged, particularly becoming, etc.)

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45. Can make simple measurements (has learned to use appropriately marked ruler, yardstick, etc., and can at least roughly measure amounts of materials he might ordinarily use)

46. Has developed ways to mark and organize any materials he uses so that he can readily identify them (this could apply to items in a kitchen such as various foods which are stored, to tools or materials used in a hobby, as a student, or on the job. May use braille labels or other appropriate system. He knows where his possessions are and what he is touching)

47. Has a good method of note-taking (uses braille, heavy pencil, etc., efficiently enough to take notes as might be necessary in college or in acting as secretary at a meeting. Or can use these methods to make notes for own use, maintain a budget, or some other personal application of the skill.)

48. Shoes neat and well cared for (appropriately shined, heels in good condition. Kind of shoes appropriate to place and costume.)

49. Can manage some of the more difficult foods (can prepare baked potato by flaking it, adding butter, etc.; can manage lettuce, cutting with fork or knife as necessary; can manage jello and similar consistency foods; can manage fruits with pits which must be removed)

50. Can wash and dry dishes (can wash dishes thoroughly, checking tactually and not missing any spot; can dry them completely and stack appropriately to go back into closet.)

51. Handles money wisely (has some sense of the value of things, is not an impulsive buyer, does not buy things beyond his means, is willing and able to save for things he really wants. Shows some concern about whether he is making good use of his money)

52. Wears clothing which is matched or blended in color and appropriate to occasion (knows the colors and patterns of clothing, knows which pieces go together pretty well and does not attract attention by odd combinations. Also, dresses appropriately within the limits of his wardrobe, not wearing "party clothes" for school, for example.)

53. Organizes his money so he knows what he has (not only recognizes all coins, but has some system for keeping paper money so he knows what he is pulling from his wallet. Is not at the mercy of strangers in this matter)

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54. Plays cards, chess, or other games at the adolescent level (any relatively adult games are acceptable for a plus score.)

55. Can use typing as a means of communication (does not merely type as a classroom exercise, but writes letters, types papers, or otherwise makes use of typing in his personal and school life.)

56. Can gracefully ask for, accept, or refuse a date (is known to have had several dates in the past year. Scoring will have to be done in the light of the environment; if the student is in an environment where dates are forbidden, score zero)

57. Cosmetics and shaving handled well (for girls, cosmetics well applied and in appropriate amounts; also underarms shaved if wearing sleeveless dress. For boys, shaves regularly and does a neat, thorough job.)

58. Takes personal responsibility for clothing without needing constant reminders (sees that it is washed or cleaned when needed, sees that fasteners are intact, etc. May not actually perform all of these tasks himself but sees that they are done and does not need someone else to check his clothing frequently.)

59. Knows how to escort a girl across the street or, if a girl, to be escorted (the boy should offer his arm and take proper precautions, the girl should take the arm if offered and follow, not lead)

60. Writes well organized letters (letters may not be literary in style, but say directly and simply what he wants to express, use appropriate words and expressions, sound responsible and mature)

61. Can correctly dial telephone for self

62. Can roller skate (does not have to be excellent but should be more than a raw beginner, able to function on his own without danger to those around him.)

63. Fingernails independently cared for (fingernails may not always be immaculate, but generally show evidence of care such as being reasonably clean, trimmed, and neat. Child manages this for himself and does not need constant reminders)

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64. Has some idea how to arrange to meet a boy or girl he would like to meet (is known to have sought introductions through appropriate channels. Does not try bizarre ways to get acquainted)

65. Joins in dancing with some grace (for a plus score, individual must show some interest in dancing, be willing to dance in public, and have skill beyond the raw beginning stage.)

66. Can act as host or hostess (circulates in the group, draws others into conversation and keeps conversation moving. proposes activities when the party is dull)

67. Can pour liquids neatly (has learned to pour so that he rarely spills.)

68. Shops independently for age-appropriate items (by "age-appropriate items" is meant the sort of articles a teenager would ordinarily buy for himself whether blind or not, such as toilet articles, simple clothing, materials related to hobbies, family gifts, etc. Must know where to seek such items, how to ask for what he wants and find out whether it meets his needs, how to pay for it, have it sent where he wishes, etc.)

69. Can discuss community and world events (shows some knowledge of what is going on in the world, can respond sensibly to comments about current events, recognizes names which have recently been making the headlines)

70. Wears hair neatly styled and cut in current fashion (appearance of hair is an asset - not merely passably combed. Student either does hair for self or, in the case of a girl, takes responsibility for seeing that hair is set and cares for it between contacts with hairdresser.)

71. Can strike a match safely, also use it and put it out safely (this applies to both book matches and wooden matches if both are commonly used in his environment.)

72. Has fairly responsible opinions about weighty subjects, such as dating, early marriage, pre-marital sex, etc. (attitudes expressed in casual conversation or group discussion may be evaluated for this item. If the informant has no way to know this, score zero)

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73. Can prepare and serve light meals (this applies to things teenagers often make for themselves, such as hamburgers, heating pre-cooked food, etc. Could handle simple service for friends.)

74. Signs name, either print or script (neatness is not a major concern, but name should be legible and occupy an appropriate amount of space.)

75. Meets social obligations (is reasonably on time for appointments, lets hostess know if cannot go where invited, recognizes need to do something in return for kindnesses shown him - is not always the guest and never the host. Writes "thank you" notes without needing reminders to do so.)

76. Can plan, prepare and serve refreshments for more than a couple people (can choose refreshments appropriate to the time and nature of the group, make minor preparations such as putting on plates, making hot or cold drink, etc., and manages service at least to the extent of placing nicely on table for self-service)

77. Can take responsibility for planning activities of a group (this may be done with a committee, but knows how to guide choice of appropriate activities to fill at least part of a day, giving variety, seeing that the activities are appropriate to the age, sex, and interests of the group, etc. For example, could plan games and minor athletic events for a club picnic)

78. Is a very competent independent traveler (with cane or guide dog or depending upon remaining vision, can travel anywhere, in completely strange places, get necessary help and arrive unruffled)

79. Can wrap parcels neatly (this applies only to parcels of regular shape. Appearance should be acceptable and tie or other fastening should be secure.)

80. Can plan and arrange for extended travel (can plan travel schedule, understands timetables, can ask for appropriate travel information from suitable sources, in person or by phone, knows how to obtain reservations, tickets, etc.)

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81. Clothing and grooming always excellent - an asset (a plus for this item means that the individual's appearance is always good enough to arouse positive reactions - a really well groomed and nicely dressed person.)

82. Is a well informed person (this covers not merely routine knowledge of current events but awareness of music, theatre, trends in some of the professions - a culturally well rounded person who can discuss more than one topic well)

83. Knows how to behave in a job interview (is able to answer employer's questions to the point, does not talk too much, is able to present own good qualities in a favorable light, can answer questions about effect of blindness on the job.)

84. Deals well with children (either as a parent or in a position of similar authority, as in a school, shows a good combination of understanding, sympathy, and discipline so that children accept his wisdom, respect his authority, respond well to his training)

85. Can teach others how to do things (understands what they need to know, organizes the information so he can put across in a logical and clear way, can express the concepts in a way which will be understood by the trainee. Has some feeling for checking on whether the trainee has learned, re-training when necessary, setting standards of performance)

86. Is an adequate public speaker (can speak competently before a group, putting across his points in terms appropriate to his audience, showing poise and some ability to think on his feet)

87. Can chair a committee, assigning work to other members of the committee appropriately, checking to see that this work is done, and getting the group to pull together effectively

88. Can supervise others (is known as fair in dealing with subordinates, can plan their work effectively, think in terms of meeting long-range goals)

89. Can conduct a formal meeting (can manage a group well, maintaining order, holding the attention of the group to the business at hand and moving efficiently through that business. Has some command of Roberts Rules of Order, can handle motions, voting, etc.)

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90. Is a recognized leader, elected to important offices on more than one occasion (this is intended to represent significant group leadership, not merely within a class or a school. This is intended as an adult item, representing broad leadership.)

91. Writes well (writes not only clearly but with some style, putting across his points in an effective way. Has published at least some articles or at least one book)

92. Shares responsibility in home life (builds a well rounded home life with spouse, taking his fair share of responsibility, not leaving all the problems to the spouse but not insisting upon dominating everything either. If unmarried, score zero)

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Bibilography

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Maxfield, Kathryn E. and Fjeld, Harriett A. Social maturity of visually handicapped preschool children. Child Development, 1942, V. 13: 1-27.

Maxfield, Kathryn E. and Buchholz, Sandra. A social maturity scale for blind preschool children. New York, American Foundation for the Blind, 1957.

Lovine, S. and Elzey, F. F. Development of a social competency scale for preschool children. Final Report, Project No. 5-0595, Contract No. OEC-6-10-203, Office of Education, U.S. Dept. of Health, Education and Welfare, Washington, D.C.

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Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Observed Skills at Intake
Social Skills

Name: _____ Date: _____

Observers/Interviewers: _____

SKILLS	High 1 2 3 4 5 Low	COMMENTS AND DESCRIPTION
Absence of visually bizarre mannerisms	1 2 3 4 5	
Presence of visually attractive mannerisms	1 2 3 4 5	
Absence of verbally bizarre mannerisms	1 2 3 4 5	
Presence of verbally attractive mannerisms	1 2 3 4 5	
Good interpersonal relationships with peers	1 2 3 4 5	
with adults	1 2 3 4 5	
Good listening skills	1 2 3 4 5	
Good conversational skills Depth of Topics	1 2 3 4 5	
Variety of topics	1 2 3 4 5	
Good manners	1 2 3 4 5	
Over-all personal appearance	1 2 3 4 5	
Awareness of self as boy/girl	1 2 3 4 5	
Dating skills	1 2 3 4 5	
Personal [illegible]	[illegible]	

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BLIND ADOLESCENT LIFE SKILLS CENTER

Observed Skills at Intake
Communication Skills

Name: _____ Date: _____

Observer/Interviewer _____

SKILLS	High 1	2	3	4	Low 5	COMMENTS
Handwriting	1	2	3	4	5	
Braille						
Reading books						
literary	1	2	3	4	5	
technical	1	2	3	4	5	
music	1	2	3	4	5	
Personal use	1	2	3	4	5	
Speech						
Clarity	1	2	3	4	5	
Appropriateness	1	2	3	4	5	
Use of telephone	1	2	3	4	5	
Typing	1	2	3	4	5	
Communicate needs to:						
peers	1	2	3	4	5	
adult friends	1	2	3	4	5	
strangers	1	2	3	4	5	

DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Vocational Readiness Checklist

Name: _____ Date: _____

Observers/Interviewers: _____

SKILLS	High 1	2	3	4	Low 5	COMMENTS
PHYSICAL						
Use of arms	1	2	3	4	5	
use of legs	1	2	3	4	5	
locomotion ability	1	2	3	4	5	
hand use	1	2	3	4	5	
body coordination	1	2	3	4	5	
use of hearing	1	2	3	4	5	
tactile discrimination	1	2	3	4	5	
crossing midline	1	2	3	4	5	
ORIENTATION AND MOBILITY						
body in space	1	2	3	4	5	
sound cues	1	2	3	4	5	
cane in familiar terrain	1	2	3	4	5	
cane in unfamiliar terrain	1	2	3	4	5	
graceful movement	1	2	3	4	5	
posture	1	2	3	4	5	

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Vocational Readiness Checklist

Name: _____ Date: _____

Observers/Interviewers _____

SKILLS	High 1 2 3 4 5 Low	COMMENTS
INTELLECTUAL		
Reading all materials	1 2 3 4 5	
simple directions	1 2 3 4 5	
Follows directions given one at a time	1 2 3 4 5	
sequence of two	1 2 3 4 5	
sequence of three	1 2 3 4 5	
more	1 2 3 4 5	
Mathematics Solves simple problems	1 2 3 4 5	
solves complex problems with aid	1 2 3 4 5	
mentally	1 2 3 4 5	
Conceptualizes	1 2 3 4 5	
Psychological self-concept	1 2 3 4 5	
awareness of others	1 2 3 4 5	
respect for others	1 2 3 4 5	

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Vocational Readiness Checklist

e: _____ Date: _____

ervers/Interviewers: _____

SKILLS	High 1	2	3	4	Low 5	COMMENTS
Job Awareness Money awareness						
Job behavior						
Roles in work						

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Skills at Intake
Recreational Skills

Name: _____ Date: _____

Observers/Interviewers _____

SKILLS	Proficient	Good	Poor	Interested	not interested	COMMENTS
Social Games						
Card games						
Chess						
Checkers						
Dominoes						
Scrabble						
Monopoly						
Bingo						
Others:						
Active Sports & Games						
Swimming						
Roller Skating						
Ice Skating						
Riding						
Bowling						
Hiking						
Calisthenics						

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Skills at Intake
Recreational Skills

Name: _____ Date: _____

Observers/Interviewers _____

SKILLS	Proficient	Good	Poor	Interested	Not Interested	COMMENTS
Wrestling						
Baseball						
Basketball						
Boating						
Water Skiing						
Snow Skiing						
Camping						
Shuffle Board						
Pool						
Other:						
Arts & Crafts Basketry						
Weaving						
Rug Making						
Ceramics						
Sculpture						

Contra Costa County
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Skills at Intake
Recreational Skills

Name: _____ Date: _____

Observers/Interviewers: _____

SKILLS	Proficient	Good	Poor	Interested	Not Interested	COMMENTS
Leather Work						
Metal Work						
Wood Work						
Knitting						
Crocheting						
Macrame						
Tile Work						
Sewing						
Other:						
Creative Activities						
Writing						
Dramatics						
Cooking						
Singing						
Musical Instrument						
Spectator Sports						
Football						

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Skills at Intake
Recreational Skills

Name: _____ Date: _____

Observers/Interviewers: _____

SKILLS	Proficient	Good	Poor	Interested	Not Interested	COMMENTS
Track						
Baseball						
Basketball						
Boxing						
Wrestling						
Bowling						
Ice Hockey						
Roller Derby						
Other:						
Inactive Recreation						
Visiting friends						
Blind						
Sighted						
Reading						
Braille						
Talking Books						
Movies						

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Skills at Intake
Recreational Skills

Name: _____ Date: _____

Observers/Interviewers: _____

SKILLS	Proficient	Good	Poor	Interested	Not Interested	Comments
Plays						
Concerts						
Others:						
Hobbies Electronics						
Others:						

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Program for the Visually Impaired
Daily Living & Personal Management Skills Checklists

SKILLS	EXPERIENCE			PROFICIENCY			COMMENTS
	Much	Some	None	Good	Fair	Poor	
I. PERSONAL HYGIENE							
A. Nail Care							
1. Cleaning							
2. Clipping							
3. Cuticle Care							
4.							
B. Hair Care							
1. Washing							
2. Combing and Brushing							
3. Setting (Girls)							
4. Knowledge of appropriate styles (fashion, ease of caring for)							
5. Use of hair spray							
6. Use of barber shop or beauty salon							
7.							
C. Teeth							
1. Brushing							
2. Mouth Wash							
3. Flossing							
4. Knowledge of dental services							
5.							
D. Skin Care							
1. Cleansing face							
2. Acne care/prevention							
3.							
E. Showering/Bathing							
1. Thoroughness							
2. Use of deodorants							
3.							
F. Shaving (Boys)							
1. Use of electric razor							
2. Use of safety razor							

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Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Program for the Visually Impaired
Daily Living & Personal Management Skills Checklist

SKILLS	EXPERIENCE			PROFICIENCY			COMMENTS
	Much	Some	None	Good	Fair	Poor	
I. PERSONAL HYGIENE (continued)							
G. Shaving (Girls)							
1. Legs							
2. Underarms							
3. Use of electric razor							
4. Use of safety razor							
5. Knowledge and use of commerical preparations (Nair, Neet, etc.)							
H. Sanitary Equipment (Girls)							
1. Changes sanitary equipment independently							
2. Disposes of pads appropriately							
3. Washes soiled clothing							
4. Cares for self during menstrual period independently							

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Program for the Visually Impaired
Daily Living & Personal Management Skills Checklist

SKILLS	EXPERIENCE			PROFICIENCY			COMMENTS
	Much	Some	None	Good	Fair	Poor	
II. GROOMING AND DRESSING							
A. Front and back of clothing items							
B. Inside and outside							
C. Buttoning							
D. Zippering							
E. Snapping							
F. Hooking							
G. Shoes							
1. Lacing							
2. Tying							

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Program for the Visually Impaired
Daily Living & Personal Management Skills Checklist

SKILLS	EXPERIENCE			PROFICIENCY			COMMENTS
	Much	Some	None	Good	Fair	Poor	
III. CARE OF CLOTHING							
A. Sewing							
1. Using scissors							
2. Threading needle							
3. Repairing hems							
4. Changing hems							
5. Repairing seams by hand							
6. Repairing seams by machine							
B. Clothes Cleaning							
1. Sorting before wash							
2. Washing by hand							
3. Knows when clothes are dirty							
4. Locates washing machine							
5. Operates washing machine							
6. Locates dryer							
7. Operates dryer							
8. Use of coins in washer							
9. Use of coins in dryer							
10. Folds clothing							
11. Knowledge of laundry service							
12. Dry cleaning							
C. Ironing							
1. Flat pieces							
2. Own clothes							
3. Family clothes							
D. Arranging Closets and Drawers							
1. Use of hangers							
2. Folding							
3. Labeling for identification							
4. Arranging closets and drawers for quick and easy use							

Contra Costa County
DEPARTMENT OF EDUCATION
BLIND ADOLESCENT LIFE SKILLS CENTER

Program for the Visually Impaired

Daily Living & Personal Management Skills Checklist

SKILLS	EXPERIENCE			PROFICIENCY			COMMENTS
	Much	Some	None	Good	Fair	Poor	
III. CARE OF CLOTHING (continued)							
E. Selection of own clothes							
1. Shopping for own clothes							
2. Purchasing own clothes							
F. Selection of clothes for daily wear							
1. Appropriateness for occasion							
2. Color matching							
3. Fabric (pattern) matching							
G. Shoes							
1. Polishing							
2. Knowledge of repairs							